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ABSTRACT

This compilation of approximately two hundred document resumes provides educators with abstracts of research, instructional, and other materials in vocational and technical education, and abstracts of funded research and development proposals. The resumes are arranged in ascending order according to an ED (ERIC Document) accession number, with each resume including the author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Subject, author, and institution indexes are provided. Availability information includes microfiche and hard copy prices from the ERIC Document Reproduction Service (EDRS). The section on projects in progress contains twenty-five resumes announcing ongoing curriculum development and research projects funded by the Vocational Amendments of 1968, parts C, D, I, and J. Included for each are title, principal investigator, recipient institution, start-end dates, supporting agency, contract and/or control number, and a brief project summary. Projects are listed by state, and names and addresses are provided for both individuals and institutions. (BL)

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Resources in Vocational Education

10

1977 Volume 10 Number 3

ED149017

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 013 321

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1960 Kenny Road Columbus, Ohio 43210

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Mission of the Center

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- ☐ **Generating knowledge through research,**
- ☐ **Developing educational programs and products,**
- ☐ **Installing educational programs and outcomes,**
- ☐ **Operating information systems and services,**
- ☐ **Conducting leadership development training programs.**

ISSN 0095—3784

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Foreword

Finding available information is a major task for researchers, curriculum specialists, teachers, administrators, and students. The Center for Vocational Education is dedicated to helping others find useful information.

Resources in Vocational Education is prepared bimonthly by the staff of the AIM/ARM Project under a contract with the U.S. Office of Education, Bureau of Occupational and Adult Education. Included are abstracts of research, instructional and other materials in vocational and technical education, and abstracts of funded proposals. The full text of most documents announced in *Resources in Vocational Education* is available in microfiche or hard copy from the ERIC Document Reproduction Service (EDRS). Microfiche also is available in local ERIC microfiche collections.

We appreciate the contributions of state research coordinating units, curriculum coordination centers, instructional materials laboratories, local school systems, colleges and universities, and professional associations. Members of the profession are encouraged to send instructional and research material for possible inclusion in future issues of *Resources in Vocational Education.*

Robert E. Taylor, Director
The Center for Vocational Education

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Sample Document Resume

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s).

Title.

Organization where document originated.

Date published.

Contract or Grant Number.

Alternate source for obtaining documents.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS," other sources are cited above.

ED 126 314 95 CE 007 445
Schroeder, Paul E., Ed.
Proceedings of a Symposium on Task Analyses/Task Inventories.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No—VT-102-987
Pub Date 75
Grant—OEG-0-74-1671
Note—131p.; Symposium held at the Center for Vocational Education, Ohio State University, November 17-18, 1975; Page 121 will not reproduce well in microfiche due to small size of type
Available from—Center for Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (Order Number UN-10, $9.75)
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—Conference Reports, Cost Effectiveness, Curriculum Development, *Job Analysis, Performance Criteria, Performance Tests, *Research Methodology, Speeches, Symposia, Systems Approach, *Task Analysis, Test Construction
Identifiers—*Task Inventories

In November 1975, a group of 158 persons met in Columbus, Ohio, to discuss the processes and techniques of job task analysis and the use of task inventories. The papers presented at the symposium are reproduced in this document as prepared by their authors. For the two speakers who did not prepare papers, only references to papers previously published by them are provided. The titles of the papers are: Formats and Strategies in Information Tasks; Task and Content Analysis Methods—An Expanding View; The Job Analysis Technique of the U.S. Employment Service; Functional Job Analysis; The Comprehensive Occupational Data Analysis Program; The Position Analysis Questionnaire: From Theory to Research Practice; Information Mapping: How it Helps Task Analysis; The Marine Corps Task Analysis Program; Occupational Analysis in the U.S. Air Force; The Instructional Systems Model of the Vocational-Technical Education Consortium of States Used to Develop Performance Objectives, Criterion-Referenced Measures and Performance Guides for Learners; The Development of Job Task Inventories and Their Use in Job Analysis Research; Methods for Curriculum Content Derivation; Task Systems Analysis; Job Task Analysis in Text and Test Development; and Task Analysis: The Basis for Performance Tests and Instructional Design. (NJ)

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Clearinghouse accession number.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Report Number—assigned by originator.

Descriptive Note (pagination first).

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials.

DOCUMENT RESUMES

The document resumes presented in this section have been numerically ordered by ED number. Users may scan this section for documents of interest, or they may use the Subject, Author, or Institution Index to locate documents in a specific field or produced by a particular author or institution.

ED 128 572 CE 007 566

Graphic Arts. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—46p.; For related documents, see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, *Graphic Arts, *Job Skills, Layout (Publications), Occupational Information, Printing, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the graphic communications occupations cluster, this guide identifies the essentials of the graphic arts trade as recommended by the successful printers. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a printer or to enter a post-secondary technical or apprenticeship program in graphic arts where additional depth can be realized. Trade tasks or information are listed in chart form under the headings of safety, copy preparation, composition, letter press, camera (offset), stripping and plating, offset press, bindery, and silkscreen. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total graphic communication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 573 CE 007 567

Drafting. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—27p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Behavioral Objectives, Curriculum, Curriculum Design, *Curriculum Guides, *Drafting, Draftsmen, Graphic Arts, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the graphic communications occupations cluster, this guide identifies the essentials of the draftsman trade as recommended by the successful draftsman. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a draftsman or to enter a post-secondary technical or apprenticeship program in drafting where additional depth can be realized. Trade tasks or information are listed in chart form under the heading of safety, tools and equipment, general competencies, blueprint reading and planning, and operations and/or jobs. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational guidance information, recommended tests and references, and a chart depicting the total graphic communication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 574 CE 007 568

Communication and Industrial Electronics. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—61p.; For related documents see CE 007 553-569. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, Communications, Curriculum, Curriculum Design, *Curriculum Guides, Electrical Occupations, Electricians, *Electronics, Electronics Industry, Industrial Technology, *Job Skills, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education

Identifiers—Nebraska

One of a series of curriculum guides prepared for the electricity/electronics occupations cluster, this guide identifies the essentials of the communication and industrial electronics trade as recommended by the successful electrical servicemen. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a serviceman or to enter a post-secondary technical or apprenticeship program in electronics where additional depth can be realized. Trade tasks or information are listed in chart form in two sections: Communications Electronics and Industrial Electronics. Typical section subheadings are safety, communication skills, job relations, mathematics, electromechanical, basic electricity, test and measuring equipment, basic thermodynamics, magnetic controls, special tools and materials, and general competencies. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total electricity/electronics occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 575 CE 007 569

Welding and Cutting. Trade and Industrial Education Trade Preparatory Training Guide.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date—[73]

Note—92p.; For related documents see CE 007 553-568. Appendix A, Application for Employment, may not reproduce well because of small type

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, Building Trades, Curriculum, *Curriculum Guides, *Job Skills, Metal Working Occupations, Occupational Information, Secondary Education, State Curriculum Guides, *Task Performance, *Trade and Industrial Education, Welders, *Welding

Identifiers—Nebraska

One of a series of curriculum guides prepared for the metals occupations cluster of the construction/-fabrication occupational group, this guide identifies the essentials of the welding and cutting trade as recommended by successful welders. An instructional program based upon the implementation of the guide is expected to prepare a student to adequately perform entry level tasks required of a welder or to enter a post-secondary technical or apprenticeship program in welding where additional depth can be realized. Trade tasks or information are listed in chart form under such headings as safety, related information, general competencies, tools and equipment, cohesion, adhesion, adhesion processes, soldering processes, vertical and horizontal position welding, set up and operate equipment, and general operations and/or jobs. Space is provided on the charts to record for each item the date completed, teaching methods used, and teaching materials used. Also included are a list of teacher responsibilities, sources of occupational information, recommended tests and references, and a chart depicting the total construction/fabrication occupational curriculum. A typical application for employment and a sample trade and industrial education injury report are appended. (HD)

ED 128 576 CE 007 575

Allen, W. Clayton, Comp. Hinrichs, Roy S., Comp.

Research and Experimentation for the Industrial Arts Student. Industrial Arts Series No. 10,006.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date—75

Note—30p.; Pages 9 through 12 include photographs (of building apparatus) that will not reproduce well

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Classroom Materials, Curriculum, Experiments, *Industrial Arts, *Instructional Materials, *Laboratory Experiments, Laboratory Procedures, Research Methodology, Secondary Education, Secondary School Students, *Student Research, Teaching Guides

Designed to assist the teacher in introducing a unit on research and experimentation into his/her industrial arts program, this manual provides information for adoption to both classroom instruction and laboratory activities, and a student workbook. The instructor's section includes (1) What is Research? (2) Importance of Research and Experimentation, (3) Types of Research, (4) Kinds of Tests, (5) Methods of Testing Materials (field and laboratory testing), (6) Designing a Laboratory Experiment, (7) Variables, (8) Controlling Variables, (9) Control Groups and Experimental Groups, (10) Apparatus and Special Equipment, (11) Sample Experiment, (12) Analysis of the Experiment, (13) Career Opportunities in Research, (14) Words and Phrases the Students Should Know, and (15) Sources of Additional Information. The student workbook section provides two examples of forms to be used, one for planning the experiment and one for conducting the experiment. (HD)

ED 128 577 CE 007 577
Troutman, Carol M. Springle, Donald C.
Introduction to Office Occupations.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Aug 74
Note—32p.
Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, N. J. 08903 ($1.50)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Business Skills, *Career Awareness, Career Education, *Clerical Occupations, Clerical Workers, Instructional Materials, *Occupational Information, *Office Occupations, Office Occupations Education, Secondary Education, Vocational Education, Workbooks

A workbook, designed to introduce students to office occupations, this manual provides general information about office-clerical positions and outlines the education and training necessary to enter the field. Part One, "What Are Office Occupations?" contains chapters on the careers of typist, file clerk, payroll clerk, stock clerk, office machine operator, salesclerk, cashier, shipping and receiving, and mail clerk and messenger. Part Two, "What Does It Take To Be An Office-Clerical Worker?" includes chapters on education and training needed, personal qualities needed, where the jobs are, and wages and benefits. A student activities section at the end of each chapter provides various types of objective and short answer exercises on the chapter material. A 3-page quiz on the whole book is also included. (HD)

ED 128 580 CE 007 611
Backstrom, Lars G. Pedersen, Odd
Evaluation of University Vocationally-Oriented Courses. Completed Project.
Office of the Chancellor of the Swedish Universities, Stockholm. Dept. of Educational Research and Development.
Pub Date—75
Note—10p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—*College Curriculum, College Students, Course Evaluation, *Curriculum Evaluation, Foreign Countries, Post Secondary Education, Student Attitudes, Student Characteristics, Universities, *Vocational Education
Identifiers—Linkoping University, Sweden

A study of those students taking vocationally-oriented courses in the arts and sciences faculties of Swedish universities examined background variables among the students as well as questions concerning the design and effectiveness of the courses. These courses are one term in length and organized to ease the transition from university studies to professional work, providing a comprehensive picture of the field in question. The survey sample consisted of 1,326 of the 2,625 students who enrolled in the fall term of 1971 and spring term of 1972 in a vocationally-oriented course, completed it, and passed the examination. The mean age of students was 28.1 years, 44% of them female, and 25% part-time students. Forty-four percent took the vocationally-oriented course as a part of full-time general university studies and represented lower middle class (47%) and upper middle class (30%) social status. Adult students tended to be employed to a greater extent than regular students and their employment was more often within the course area. The results were favorable in terms of the types of students utilizing the vocationally-oriented courses and in terms of course effectiveness. There were considerable differences between the courses in other areas, e.g., background variables such as sex, employment situation, and purpose of studies as well as the ratings concerning the effectiveness/usefulness of the course. (HD)

ED 128 581 CE 007 619
Rayack, Elton
An Economic Analysis of Occupational Licensure. Final Report.
Rhode Island Univ., Kingston. Dept. of Economics.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—75
Contract—DL-21-44-75-08
Note—170p.; Table 22 and pages 39-42 will not reproduce well due to faded, broken type
Available from—National Technical Information Service, Springfield, VA 22151
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—*Certification, Competitive Selection, Credentials, Economic Research, *Employment Qualifications, Manpower Utilization, *Nonprofessional Personnel, Occupational Mobility, Occupations, Skilled Occupations, Skilled Workers, State Legislation, *State Licensing Boards, State Standards, Tests
Identifiers—Connecticut, Massachusetts, Rhode Island

To examine the hypothesis that occupational licensure is primarily a restrictive device to protect those licensed from competition, analysis focused on the licensure of non-professional occupations in Rhode Island, Massachusetts, and Connecticut, covering 36 licenses issued by the three states for 12 occupations (e.g. electricians, barbers, opticians) and 3 sub-classes within those occupations. The study examined the composition of the licensing boards; their policies with respect to prices, advertising, and work constraints; constraints specifically incorporated in legislation; and the examination process. On ten of twelve licensure examinations for which adequate data were available, statistically significant positive correlations were found between failure rates and unemployment rates, supporting the hypothesis. Other findings were that licensing processes generated work restrictions, jurisdictional disputes among occupations, and restrictions on price competition; that licensure by reciprocity is rare and difficult to achieve; that licensure boards pay little attention to consumer complaints; that boards seldom revoke licenses; and that they are overwhelmingly composed of members of the licensed occupation with a vested interest in protecting those already licensed. The report is presented in four parts: (1) Legislation, the Boards, and Restrictionism; (2) Origins of Licensing Legislation; (3) The "Record" on Complaints; and (4) Summary, Conclusions, and Recommendations for effective reform. (Author/HD)

ED 128 583 CE 007 637
Shackell, Wallace K., Jr.
Getting Your Dollar's Worth.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Sep 74
Note—74p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Consumer Education, Credit (Finance), Curriculum, *Curriculum Guides, Discussion (Teaching Technique), Instructional Materials, *Learning Activities, *Money Management, Purchasing, Secondary Education, Textbooks

Designed as a secondary level consumer education text dealing with how to use your money wisely, this booklet makes use of stories, skits, and cartoon drawings to dramatize the everyday life of a consumer. It tells how to buy cars, how to use credit (charge accounts, credit cards, life insurance, credit unions, passbook savings, commercial banks, and finance companies) and deals with such topics as consumer protection services, law and the buyer, warranties and guarantees, fraud, advertising, how to save, and how to determine bargains and receive guarantees. Each of the 15 chapters is followed by questions designed to stimulate lively classroom discussion, and a list of projects for separate groups or the class as a whole is appended. Chapter titles are Buying a Car, Charge It!, The Smiths and the Johnsons, "But the Ad Said....!", "I Know It's the Best Brand Because It's Advertised Most!", Law and the Buyer, Fraud and You, Help!, So You Want to Use a Small Claims Court, How to Save, What "Truth in Lending" Means to You, When is a "Bargain" a Bargain?, "You're Fired!", "So I Got My Money Back, But What's Going to Happen to Them?", and Things to Remember. An index is included. (WL)

ED 128 584 CE 007 646
Ritzen, Jozef M. Balderston, Judith B.
Methodology for Planning Technical Education: With a Case Study of Polytechnics in Bangladesh.
Pub Date—75
Note—170p.
Available from—Praeger Publishers, 111 Fourth Avenue, New York, NY 10003 ($15.00)
Document Not Available from EDRS.
Descriptors—Case Studies, Costs, Decision Making, *Educational Development, Educational Finance, *Educational Planning, Educational Research, Financial Support, Foreign Countries, Manpower Needs, *Mathematical Models, Policy Formation, Post Secondary Education, Resource Allocations, Student Enrollment, *Technical Education, *Trade and Industrial Education
Identifiers—Bangladesh

A product of research first begun by one of the authors in Bangladesh, this book develops a comprehensive set of methods for planning technical education. Wherever possible, the authors draw on existing tools, fitting them to the specific context of technical education. When faced with planning problems for which existing methods are ill suited they developed new planning tools which they consider to be equally applicable in developed and developing countries, exemplifying them in the text with reference to polytechnics in Bangladesh. Quantitative methods for planning technical education are presented, culminating in a specific decision model, which is based on the premise that planning can provide answers to difficult management problems arising from the increasing complexity of educational systems. Practicalities of the selection of alternative policies are examined and limitations of the suggested methodology are also discussed. The six chapters are Efficiency in Resource Allocation, Student Flow and Stocks of Graduates, Costs and Financing of Technical Education, Employment and Earnings of Technical School Graduates, A Decision Model for Technical Education, and The Implementation of the Decision Model. Twenty-eight tables and 18 figures are included. (HD)

ED 128 585 CE 007 647

Morrison, Edward J., Ed.

Alternative Models for Funding Research and Development.

American Vocational Education Research Association, Washington, D. C.

Pub Date—76

Note—48p.

Available from—American Vocational Education Research Association, State Department of Vocational and Technical Education, 1515 W. Sixth Avenue, Stillwater, Ok. 74074 ($2.00)

Document Not Available from EDRS.

Descriptors—Agricultural Research Projects, *Educational Development, Educational Finance, *Educational Research, *Federal Aid, Federal Government, Federal Legislation, *Federal Programs, Financial Policy, *Financial Support, *Models, Research Utilization, Scientific Research, State Aid, State Federal Support, Vocational Education

Identifiers—National Science Foundation

An introduction to the "hows" of research and development (R&D) funding decisions made by the U. S. Federal government, this book contains four chapters written by separate authors. The first chapter examines the Federal role, purpose, and practices in funding R&D concluding that Federal funding of R&D is designed primarily to serve nonscientific ends of the Federal departments and agencies and that there is no single, ideal R&D funding model to be adopted universally, but that there is a set of questions whose answers (by a department or agency) will shape its operating model for funding R&D. Three alternative models for funding and managing R&D are presented in the remaining three chapters. Chapter 2 describes Federal programs for funding vocational education R&D, analyzes several prominent proposals for new legislation affecting these programs, and describes some major R&D accomplishments and needs. Chapter 3 explains a system in which a variety of state, regional, and Federal entities are integrated in planning, funding, conducting, and disseminating results from agricultural research. The fourth chapter describes the Intergovernmental Science Programs of the National Science Foundation and how these programs differ from the vocational and agricultural models. (HD)

ED 128 586 CE 007 650

Health and Safety: Suggested Personnel Policy Guidelines for School Districts.

Oregon State Dept. of Education, Salem. Div. of Administrative Support.

Pub Date—May 76

Note—30p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Accident Prevention, Accidents, Administrative Policy, Administrator Guides, Administrator Responsibility, Guidelines, *Health, Injuries, *Personnel Policy, *Policy Formation, Public Schools, School Administration, School Districts, *School Safety, State Legislation

Identifiers—Oregon

To assist school administrators in meeting state and federal requirements for safety and health programs and procedures related to school district personnel (particularly those requirements resulting from the enactment by the 1973 Oregon Legislative Assembly of laws found in the ORS 654.000 to 654.-295, and 654.991), these guidelines were drawn from a variety of Oregon documents and federal sources dealing with health and safety programs. Contents include definitions, sources of help (government departments, officials, and documents), employee and administrator responsibilities, safety rules, inspection procedures, accident and injury assistance and reporting procedures, investigation procedures, emergency procedures, and vehicle safety. The appendix contains several safety inspection and injury report forms, which may be duplicated; others must be ordered directly from the agency. (HD)

ED 128 587 CE 007 652

Katzell, Raymond A. And Others

Work, Productivity, and Job Satisfaction. An Evaluation of Policy-Related Research.

New York Univ., N.Y.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date—Jan 75

Note—443p.

Available from—The Psychological Corporation, 757 Third Avenue, New York, New York 10017 ($5.95)

Document Not Available from EDRS.

Descriptors—*Administrative Policy, Economic Factors, *Employer Attitudes, Employer Employee Relationship, *Employment, Incentive Systems, Industrial Relations, Job Enrichment, *Job Satisfaction, Labor Conditions, Management by Objectives, Motivation, Motivation Techniques, *Productivity, *Research Reviews (Publications), State of the Art Reviews, Work Attitudes, Work Environment

This report is a multi-disciplinary evaluation of policy-related research (which met relatively high standards of scientific validity) dealing with features of work affecting both the productivity and job satisfaction of employees. Its purpose is to determine whether and how worker job satisfaction and productivity together may be enhanced by changing patterns of job responsibilities, control, and compensation, and to relate the findings to prevalent beliefs on these topics held by policy-makers. Part 1, Summary (Chapters 1, 2, and 3), describes the nature of the research review, relates findings and conclusions, and considers strategies and tactics of initiating and implementing programs which incorporate the positive elements of the findings. Part 2, Research Report, contains chapters addressed to: Description of research method and framework; the survey of beliefs about productivity on the part of samples of executives and labor union officials; three chapters reporting findings regarding job productivity and satisfaction; and a chapter describing examples of system-wide changes. Suggested directions for future policies drawn from the final convergent findings of the research include: (1) Relatively limited programs, such as job enrichment, or incentive pay plans, seem unlikely by themselves to create large or enduring improvements in productivity and job satisfaction; and (2) socio-technical systems which have the features of financial compensation of workers, worker-job compatibility, workers' ability to plan and make decisions about their jobs, appropriate resources to facilitate workers' performance, and adequate "hygiene" conditions, may be able to improve both productivity and job satisfaction. References, a bibliography, and a glossary of technical terms are included. (SH)

ED 128 590 CE 007 717

Griffith, William S. Fay, Maureen A.

New Directions for Accreditation–Implications for Adult Education.

Pub Date—Apr 74

Note—26p.; Paper presented at the Joint Conference, Illinois Adult Education Association and Adult Education Association of Wisconsin (1st, Milwaukee, Wisconsin, April 5, 1974)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Accreditation (Institutions), *Adult Education, Adult Education Programs, Colleges, *Community Colleges, Evaluation Criteria, Geographic Regions, *Higher Education, Secondary Education, *Secondary Schools, Standards, Trend Analysis

Current statements taken from the official publications of the regional accrediting associations regarding examination of adult education programs of institutions of secondary and higher education are compiled here under headings for each association: New England Association of Schools and Colleges, Middle States Association of Colleges and Secondary Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Secondary Schools, North Western Association of Secondary and Higher Schools, and Western Association of Schools and Colleges. Noting that the statements reflect relatively recent interest of the associations in adult education programs, the authors provide additional information regarding the evolution of the standards of the Western Association and list ways in which adult educators can use the accreditation process to increase quality and quantity of adult education opportunities provided by their institutions. (JT)

ED 128 591 CE 007 719

Speech Pathology Assistant. Trainee Manual.

National Association for Hearing and Speech Action, Silver Spring, Md.

Spons Agency—Department of Labor, Washington, D.C.

Pub Date—74

Note—91p.; For a related document see CE 007 718

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Health Occupations Education, Instructional Materials, *Job Training, Manuals, *Medical Assistants, *Speech Pathology, Study Guides

Part of an instructional set which includes an instructor's guide, this trainee manual is designed to provide speech pathology students with some basic and essential knowledge about the communication process. The manual contains nine modules: (1) speech pathology assistant, (2) the bases of speech (structure and function of the speech mechanism, language development, and phonetics), (3) hearing, (4) communication disorders (articulation disorders, language disorders, stuttering, and voice disorders), (5) diagnostic evaluation and clinical management procedures, (6) ethnic and cultural differences, (7) exceptional children and adults, (8) client follow-up procedures, and (9) practicum and work experience. Each module contains objectives, study content, and references. A glossary is also included. (WL)

ED 128 592 CE 007 721

Audiometric Assistant. A Suggested Guide for a Manpower Training Program.

National Association for Hearing and Speech Action, Silver Spring, Md.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—71

Note—32p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Audiology, *Audiometrists, Course Content, Course Objectives, Course Organization, Curriculum, Curriculum Guides, Health Occupations Education, *Health Programs, *Job Training, *Medical Assistants

Prepared to assist agency and university programs in the organization of a program to prepare trainees for employment as audiometric assistants, this guide is intended for use by professional individuals who are familiar with clinical speech and hearing problems. The manual contains five teaching modules, each including training time, objectives, module outline, suggested activities, and suggested references. Topics are (1) trainee orientation, (2) the hearing mechanism, (3) communication process, (4) hearing measurement, (5) and work experience training. Introductory material suggests that the sequence of topic presentation should be the result of the instructor's clinical experience and that the guide outlines only minimal knowledge and skill requirements to be obtained by the trainee since additional topics or broader exploration of suggested topics will vary according to the needs, background, and interest of the trainee as well as the instructor's preference. Also included are a job description for audiometric assistants, training facility criteria, trainee qualifications, instructor qualifications, suggestions for the organization of intensive instruction, and the program outline. The appendix contains a brief glossary of professional terms and organizations, plus a suggested list of films and anatomical models. (WL)

ED 128 593 CE 007 744

Super, Donald E.

Career Education and the Meanings of Work. Monographs on Career Education.

Pub Date—Jun 76

Note—52p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-0155-4, $0.75, plus $0.25 postage)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Choice, *Career Education, Career Ladders, Career Planning, *Concept Formation, Definitions, Developmental Tasks, Educational Objectives, *Human Development, Leisure Time, *Role Perception, Self Actualization, *Vocational Development, Work Attitudes, Work Experience

A review of the meanings of work, career, occupation, and job begin this monograph, which takes up other concepts such as leisure, play, and avocation. Because the theoretical basis of career education is considered to be career development theory, the essay discusses life stages, developmental tasks, and career patterns. The implications of the highly industrialized nature of our society for careers and for career education are then examined, including the continuing need for people even in a largely automated economy. The importance of work to semiskilled workers, office workers, executives, and professionals, as well as to youth, the elderly, the handicapped, ethnic minorities, and women is considered, along with the competing and complementary roles provided by the family, leisure, and civic life. That the increasing number of society-maintaining workers may find new life meanings through these aspects of their careers is taken into account, together with their implications for career education. The monograph concludes with a listing of six objectives of career education which are made necessary by the diverse meanings of work in our changing society. (Author/TA)

ED 128 595 CE 007 747

Levitan, Sar A. Johnston, William B.

Work Is Here to Stay, Alas.

Pub Date—73

Note—184p.

Available from—Olympus Publishing Company, 937 East Ninth South, Salt Lake City, Utah 84105 (Twenty percent discounts on quantities of five or more)

Document Not Available from EDRS.

Descriptors—*Employment, Employment Patterns, Employment Trends, Historical Reviews, Job Enrichment, *Job Satisfaction, *Labor Force, Leisure Time, National Surveys, Occupational Surveys, Social Change, Social Indicators, *Trend Analysis, *Work Attitudes, Work Environment

Identifiers—United States

Based on the numbers published by the U. S. Bureau of the Census, Bureau of Labor Statistics, and other sources, the book examines what has happened to work in America during the present century, analyzes the attempts to change the nature of that work, and makes projections about the future of work. Though the study reveals far-reaching changes occurring in work and its meaning for individuals, no end to work, no crisis of discontented workers, and no sweeping "humanization" of jobs are foreseen. Topics covered are: What is happening to work?, the meaning of work, the survival of work, the new workforce, dissatisfaction in the workplace, the changing nature of work, the evolving quality of work, work reform in perspective, job redesign experiments, limitations of job reform, and the future of work. Concluding that work may always be a fixture in society, but also perhaps unrecognizably transformed in the future, the authors project that rather than being required labor to produce necessities, work may become whatever purposeful activity individuals wish to engage in, and that the most which can be accomplished is free choice in work for all individuals. (TA)

ED 128 596 CE 007 748

Bates, Timothy

Involuntary Underemployment Among Heads of Households. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-338-76

Pub Date—Mar 76

Note—28p.; Pages 6 and 10 will not reproduce well due to faint and broken type.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Economic Research, Employment Patterns, *Heads of Households, Income, Laborers, Labor Market, Low Income Groups, Manpower Needs, Motivation, National Norms, *Part Time Jobs, Socioeconomic Status, *Underemployed, Unskilled Workers, Wages, Work Attitudes, Work Experience

Utilizing a data file extracted from the University of Michigan Survey Research Center's Panel Study of Income Dynamics, this study examines the work experiences of a national sample of non-aged heads of households. This data source, which describes heads of households and structural characteristics of labor markets, is unique in that underemployed heads of households indicate whether their part-time working status is voluntary or involuntary. Among the heads who were employed during 1971, 15% were part-time workers in the sense that they worked, on average, less than 30 hours per week and/or no more than 40 weeks per year. Findings of this study indicate that 54% of these part-time workers were involuntarily underemployed, willing but unable to devote more time to gainful employment. Furthermore, household heads who were involuntarily underemployed in 1971 constituted a clear majority of all non-aged heads who were (1) unemployed (58.0%) and (2) recent labor force dropouts (55.5%) during the spring of 1972. These heads of households are, when working, concentrated in low wage jobs. (Author)

ED 128 597 CE 007 750

Mott, Frank L. Moore, Sylvia F.

The Determinants and Consequences of Occupational Information for Young Women.

Ohio State Univ., Columbus. Center for Human Resource Research.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—Apr 76

Note—38p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Awareness, Career Choice, Comparative Analysis, Educational Research, *Employment, Females, Information Sources, Information Utilization, Labor Market, Longitudinal Studies, Males, *Occupational Information, Race, Sex (Characteristics), Sex Discrimination, *Socioeconomic Influences, Success Factors, *Vocational Counseling, Work Experience, *Working Women

In this study, an examination of the determinants and consequences of occupational knowledge is carried out using data collected from the National Longitudinal Survey of 5,159 young women. The study closely parallels a 1975 study by Parnes and Kohen utilizing information collected from about 5,000 young men. The significance of various background factors as potential determinants of a young woman's occupational knowledge score and the effect of this score on subsequent earnings and occupational status are investigated. In addition to contrasting the causal patterns for black and white women, similarities and differences between the results for young men in the Parnes and Kohen study and the results for young women in this study are discussed. The report notes that the extent of vocational counseling was irrelevant as a determinant of the knowledge of the world of work score. It was found that the relevance of occupational information, as measured by this score, to predict early adult labor market success was not as clear for young women as it has been shown to be for men. It is concluded that a pre-career educational "funneling process" effectively restricts career options of many young women to occupational categories which have traditionally fallen within the stereotypical "women's occupations" categories. (TA)

ED 128 598 CE 007 752

Nilson, Linda Burzotta Edelman, Murray

The Symbolic Evocation of Occupational Prestige. Institute for Research on Poverty Discussion Papers.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No.—IRP-DP-348-76

Pub Date—May 76

Note—36p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Blue Collar Occupations, Cultural Factors, *Language Usage, *Occupations, Public Opinion, *Social Attitudes, Social Class, Social Influences, Social Reinforcement, *Social Status, *Social Values, Socioeconomic Status, Status Need, Stereotypes, Structural Analysis, White Collar Occupations

The special language of particular occupations, the role playing of those who practice them, and the terms in which the communications media and the general public refer to them evoke problematic cognitions about occupational functions and practitioner traits that determine an occupation's high or low social standing. Perceptions of occupations rest heavily on stereotypes that are often class based and occur in sets, each stereotypic feature connoting others in the set as well. Race, ethnicity, sex, class subculture, level of attractiveness and kind of personality are common components of such sets. Linguistic evocations encourage a focus upon the special procedures of high prestige occupations rather than on the achievement of demonstrable results, which are expected from low prestige occupations. The various levels of the occupational hierarchy systematically reinforce each other's high or low standing and also systematically legitimize inequalities in the allocation of values in society as a whole. (Author/TA)

ED 128 599 CE 007 756

Education and Work. Report of a Seminar. Policy Analysis Service Reports, Vol. 2, No. 1, June 1976.

American Council on Education, Washington, D.C. Policy Analysis Service

Note—53p.

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D. C. 20036

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Career Education, *Educational Experience, *Educational Policy, Employment, Employment Opportunities, Federal Government, Federal Legislation, *Government Role, *Manpower Development, *Policy Formation, Post Secondary Education, School Community Relationship, Seminars, Young Adults, *Youth Employment

The speakers' remarks and the subsequent discussion at this seminar centered largely on the book, "The Boundless Resource: A Prospectus for an Education/Work Policy," by Willard Wirtz and the National Manpower Institute (1975). The seminar was intended to provide a setting wherein the postsecondary education community could develop a plan of action for improving the relation between the educational experience and the work experience, particularly for young people. Major presentations were on the relation of college studies to jobs, prerequisites for change, authority and the advisory role, legislation for reform, purpose of career education, leadership for councils, meaningful jobs for young people, and portable benefits for lifetime work. The report reproduces verbatim comments and responses from the floor in addition to the presentations. (TA)

ED 128 600 CE 007 760

Mott, Willie J., Comp.

Let's Build: What Materials Will Be Needed? Instructor's Manual. A Resource Unit on Materials Estimation. Building Trades Series.

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date—May 76

Note—53p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Building Materials, Building Trades, *Construction Costs, Estimated Costs, *Instructional Materials, Manuals, Resource Units, *Teaching Guides, *Trade and Industrial Education, Unit Plan

This manual brings together in one package basic knowledges and facts about estimating to assist the building trades instructor in developing his instructional program. Teaching estimating as a separate unit, or integrating it into a regular program are given as two different instructional approaches. After a description of the estimating process and its importance, the various aspects (36 in this manual) of estimating are discussed separately, e.g. expense sheets, concrete block, ceiling joist, wallpaper, strip or hard wood flooring. A bibliography, glossary of terms (Appendix A), and plans for a garage and workshop (Appendix B) are included. (WL)

ED 128 601 CE 007 769

Hoggatt, Carolyn, Ed.

Exploring Home Economics Related Careers. Introduction to Vocations.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—HM-383

Pub Date—Mar 76

Note—126p.; For a related document see CE 007 934

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Education, *Career Exploration, *Home Economics Education, Learning Activities, Lesson Plans, *Teaching Guides, *Vocational Education

Developed to meet the career educational needs of students enrolled in home economics courses and/or an introductory vocational program, this document (teacher's copy) contains six units of study focusing on the home economics related careers cycles of: child development and care; clothing, textiles and fashion; food services; institutional, hospitality industry and home services; housing and home furnishings; and family and consumer services careers. Each unit contains suggested and specific learning objectives, a teacher overview, pre- and post-test inventory, 10 lessons suggesting learning activities, and a bibliography. (WL)

ED 128 602 CE 007 770

Home Economics and the Exceptional Student. A Handbook for Home Economics Teachers Working with Mentally Retarded Students.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Apr 76

Note—47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Community Resources, *Curriculum Development, *Exceptional Students, Guides, *Home Economics, *Mentally Handicapped, *Special Education, Systems Approach, *Teacher Workshops, Vocational Education

Identifiers—New Jersey

This handbook contains the proceedings of a workshop designed to assist home economics educators in working with exceptional children, especially the mentally retarded. The rationale, objectives, organization, content of sessions, participant descriptions, and outcomes of the workshop are described in the introduction. The body of the handbook contains material from each of the workshops, covered under the topics of characteristics of the mentally retarded, trends in mental retardation, life-skill competencies, curriculum suggestions, and school and community resources. The appendix includes the workshop agenda, list of program presenters, the questionnaire used to attract participants, criteria for judging behavioral objectives, a model for systems approach to curriculum, and a resource list. (WL)

ED 128 603 CE 007 771

Garzone, Felix

Air Conditioning and Heating Technology–II.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—65

Note—341p.; For related document see CE 007 773

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($4.00)

Document Not Available from EDRS.

Descriptors—*Air Conditioning, *Climate Control, *Construction Needs, Engineering Technology, Equipment, *Heating, Industrial Technology, Teaching Guides, Technical Education, Textbooks, *Thermal Environment, Trade and Industrial Education, Vocational Education

Twenty-eight chapters and numerous drawings provide information for instructors and students of air conditioning and heating technology. Chapter 1 lists the occupational opportunities in the field. Chapter 2 covers the background or development of the industry of air conditioning and heating technology. Chapter 3 includes some of the principle factors that affect human comfort, and Chapter 4 covers psychrometrics. The remaining chapters focus upon: The Psychrometric Chart, Applications of the Psychrometric Chart, Heat Transfer, Factors Affecting Air-Conditioning Cooling Loads, Cooling Load Calculations, Selection of Equipment for Cooling, Technical Principles of Air Flow, Designing of Duct Distribution Systems, Duct Sizing, The Mechanics of Duct Systems, Duct Installation Design, Cooling Towers, Water Treatment, Heating Load, Calculating Heating Loads, Selecting Heating and Humidifying Equipment, Hydronic Heating and Cooling, Heating Boilers and Furnaces, Operation and Maintenance of Boilers and Furnaces, Chimneys and Flue Draft, Domestic and Commercial Oil Burners, Basic Instrumentation, Measure and Control Instrumentation, and Applications of Instrumentation to the Air Conditioning and Heating Technology. (HD)

ED 128 604 CE 007 773

Dempster, Chalmer T.

Basic Comfort Heating Principles.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—75

Note—150p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey 08903 ($2.50)

Document Not Available from EDRS.

Descriptors—Air Conditioning, Building Plans, *Construction Needs, Heat, *Heating, *Measurement Techniques, Specifications, Temperature, Thermal Environment, *Ventilation, *Vocational Education

The material in this beginning book for vocational students presents fundamental principles needed to understand the heating aspect of the sheet metal trade and supplies practical experience to the student so that he may become familiar with the process of determining heat loss for average structures. Six areas covered are: (1) Background information on comfort air-conditioning, (2) basic fundamentals of comfort heating, (3) air motion in ducts, (4) load calculation in comfort heating, (5) measurement of heat transmission, and (6) student calculations for heat loss determination. Each area includes two to five units, each with sub-topics which discuss temperature-related subjects and provide diagrams and/or instructional tables, and review questions. Appendixes include information on how to calculate heat transmission factors, how to determine infiltration heat losses by the crackage method, heat transmission factors tables for walls, ceilings and floors, and worksheets for student calculations. (WL)

ED 128 605 CE 007 777

Capizzi, James

Air Conditioning and Refrigeration. Volume XXVI. 1975 Edition of Course of Study Outlines. Middlesex County Vocational and Technical High Schools and Middlesex County Adult Technical Schools.

Middlesex County Vocational and Technical High Schools, New Brunswick, N.J.

Pub Date—75

Note—178p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Air Conditioning, Behavioral Objectives, *Course Content, *Course Descriptions, Curriculum, Curriculum Guides, *High School Curriculum, Post Secondary Education, Program

Descriptions, Refrigeration, *Refrigeration Mechanics, Senior High Schools, Shop Curriculum, Technical Education, *Trade and Industrial Education, Vocational Education

The two courses of study described and outlined here are offered at Burr D. Coe Vocational and Technical High School in East Brunswick, New Jersey, for students wishing to prepare for a career in air conditioning and refrigeration. Section 1 deals with a 4-year high school course, Section 2 with a 1-year course for those who have completed high school or its equivalent. Each section includes a job description for the airconditioning and refrigeration mechanic, a course description and notes on length of course, entrance requirements, diploma, and equipment and facilities, with most of the section being devoted to a course outline which lists objectives, course content, and text and reference books for each unit. The shop practice outlines are set up in parallel columns to clarify the dual role of the teacher responsible for teaching both the tools of the trade and related trade information. Left columns list operations to be performed by the student while parallel right columns list related information required. The courses stress the basic jobs, operations, and skills needed in the servicing, repairing and installation, of air conditioning and refrigeration units. Related subject matter, consisting of mathematics, science, and drawing related to the air conditioning and refrigeration trade is an integral part of the course for high school students; for post high school students related subject matter requirements will depend upon the student's educational background. (HD)

ED 128 607 CE 007 897

Moving Women Up. A Catalyst Occasional Paper.

Catalyst, New York, N. Y.
Pub Date—74
Note—18p.
Available from—Catalyst, 14 E. 60th Street, New York, N. Y. 10022 ($1.25)
Document Not Available from EDRS.
Descriptors—Administrative Change, Administrative Personnel, *Administrative Principles, *Conflict Resolution, Employer Employee Relationship, Employment Practices, Equal Opportunities (Jobs), Females, Males, *Managerial Occupations, *Organizational Climate, Organizational Development, Sex (Characteristics), Sex Discrimination, Work Attitudes, *Working Women

Powerful pressures are compelling company officers and managers to take a long, careful and objective look at their women employees. The effects of legislation and legal action, the perception of what is right and fair, and corporate concern with profit and public image are among the factors that are fostering employer interest in the critical issue of moving women up. When women are offered an opportunity to move up, some feel ambivalent, while some men face conflicts. Inner conflict exists because in our culture both men and women are caught up in a dilemma bred of old assumptions that men are most capable of leadership, competitiveness, objectivity, rationality, and emotional control-qualities deemed necessary for the management role. Counter productivity of some companies has been perpetuated through their practices, policies, and assumptions about women. History demonstrates that changes in behavior can bring about change in attitudes, particularly where discrimination of any type is concerned. An improved climate for increased productivity of women is now being looked at. Positive statements can set the tone for constructive steps to move women up. (Specific practices and programs are listed that are designed to bring about changes toward the goal of full utilization of competent persons.) (WL)

ED 128 608 CE 007 898

Constructing an Employee Benefit Package for Part-Time Workers. A Rationale for Arriving at an Equitable Benefit Package at No Extra Cost to the Employer. A Catalyst Position Paper.

Catalyst, New York, N. Y.
Pub Date—75
Note—13p.
Available from—Catalyst, 14 E. 60th Street, New York, N. Y. 10022 ($1.25)
Document Not Available from EDRS.
Descriptors—Costs, *Fringe Benefits, Guide Lines, *Part Time Jobs, Personnel Policy, Policy Formation

Guidelines are presented for constructing an employee benefit package for part-time workers in which benefits are calculated on a pro-rated (and sometimes selective) basis, such that part-time employees receive a fair proportion of the total benefit package, based on the number of hours they actually work. Pro-rating is recommended as feasible for computing all compensatory and most supplementary benefits, and, where it is not possible, an optional approach of flexible compensation is suggested in which each employee may "spend" a certain percentage of salary on benefits of his or her choice. Specific statutory, compensatory, and supplementary benefits are discussed in relationship to development of the total benefits package. (JT)

ED 128 609 CE 007 899

Flexible Work Schedules. A Catalyst Position Paper.

Catalyst, New York, N. Y.
Pub Date—73
Note—16p.
Available from—Catalyst, 14 E. 60th Street, New York, N. Y. 10022 ($1.25)
Document Not Available from EDRS.
Descriptors—College Graduates, Employment Opportunities, Females, *Flexible Scheduling, *Job Development, Job Enrichment, *Part Time Jobs, Personnel Policy, Trend Analysis, *Working Hours, *Working Women

Seven basic forms of part-time employment that are particularly well-adapted to the needs and abilities of college-educated women who wish to take on less than a full-time career responsibility, have been identified and found capable of yielding greater productivity, reduced absenteeism, and lower turnover and training costs: (1) Job Pairing, in which two women divide one full-time job with equal responsibility for the total job, (2) Job Sharing, in which two divide one job between them, thus providing full-time coverage, but each is responsible for only half of the work, (3) Split-level, in which a position is divided into two distinct levels of training or ability, and the employer hires two part-time employees at different pay and skill levels to provide full-time coverage, (4) Part-Time, in which one or more individuals work less than a full-time 5-day week to perform a function that would otherwise be performed by one or more full-time individuals, (6) Consultant or Specialist, in which because a particular type of expertise is not needed on a full-time basis, a part time professional may become a permanent part of an employer's labor force on a regular but less than full-time schedule, and (7) Short Term, in which a full-time or part-time employee is hired to work on a special project for a limited time only. Flexible full-time patterns which businesses have experimented with include the 4-day week, the 3-day week, and flex-time or gliding work schedules. (J[illegible])

ED 128 610 CE 007 900

Flex-Time. A Catalyst Occasional Paper.

Catalyst, New York, N. Y.
Pub Date—74
Note—25p.; Catalyst, 14 E. 60th Street, New York, N. Y. 10022 ($2.00)
Document Not Available from EDRS.
Descriptors—Business, Efficiency, Employee Attitudes, Employee Responsibility, Employees, Employer Attitudes, Employment, *Flexible Scheduling, Historical Reviews, Overtime, *Personnel Policy, Work Environment, *Working Hours
Identifiers—Flextime Scheduling Technique

Contains history, case studies, and discussion of the use and benefits of flex-time employment, a pattern of working hours in which individual employees begin and end their work day at times of their choice, within certain limits, as long as they work a prescribed number of hours. The paper addresses the following topics: (1) What is flex-time, (2) variations on the flex-time theme, (3) where flex-time began–and why, (4) flex-time system spreads, (5) flex-time crosses the ocean, (6) capsule comments from flex-time users, (7) flex-time and overtime, (8) flex-time and exempt status employees, (9) flex-time and individual efficiency, (10) flexibility of flexible work schedules, (11) variety of flex-time at Control Data Corporation, (12) flex-time problems-that needn't be, (13) benefits of flex-time for employees, (14) benefits for management, (15) flex-time and the energy crisis, (16) disadvantages of flex-time for employees, (17) disadvantages for management, (18) flex-time and you, (19) case histories of flex-time at Samsonite Corporation and Scott Paper Company, and (20) prognosis for flex-time. (WL)

ED 128 613 CE 007 904

Groves, Robert H. McCormick, Robert W.

Factors Influencing Family Migration from Appalachia. Summary of Research Series.

Ohio State Univ., Columbus. Dept. of Agricultural Education.
Pub Date—76
Note—17p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Demography, Economic Research, *Family Mobility, *Farmers, Individual Characteristics, Migration, Migration Patterns, Mobility, Motivation, Relocation, Rural Family, *Rural to Urban Migration, Social Values, *Socioeconomic Influences, *Urban Areas
Identifiers—Appalachia, *Ohio

This study was designed to compare farm brothers who stayed in the rural areas of Ohio with urban brothers who migrated to large metropolitan areas of Ohio. The objectives were (1) to identify and compare selected characteristics of farm owners or operators who stayed on a farm in the Appalachian region of Ohio with selected characteristics of their brothers who moved to a metropolitan area (age, age of family members, family size, education, occupation and employment, sibling order, residence and mobility, involvement in social institutions, marital status, satisfaction with life, income, social class, aspirations for employment and business opportunities, and future residence plans), (2) to determine the extent of inter-generational and intra-generational interaction for both groups, (3) to compare rural and urban brothers with respect to attitudes toward selected American societal values, and (4) to identify factors that weighed heavily on the decision to stay in the Appalachian region of Ohio or migrate to a metropolitan area. Farmers in the 28 counties in the Southern and Eastern Appalachian region of Ohio served as the basic population. The counties were stratified into three groups based upon total population, and three counties were randomly selected from the high, three from the medium, and two from low population groups. After further random sampling 44 rural farmers were interviewed as were their 44 urban brothers. Findings, conclusions, recommendations, and references are included. (WL)

ED 128 616 CE 007 913

Beatty, Paulette T.

A Process Model for the Development of an Information Base for Community Needs Assessment: A Guide for Practitioners.

Pub Date—76
Note—57p.; Paper presented at the Annual Meeting of the Adult Education Research Conference (17th, Toronto, Canada, April 7-9, 1976)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Adult Education, *Adult Education Programs, Community Development, Community Surveys, Data Collection, Educational Needs, Information Needs, Information Seeking, Information Sources, *Models, *Needs Assessment, *Program Development, *Research Design, *Research Proposals

This paper is a research proposal for the development of a process model which addresses several of the fundamental questions involved in the community needs assessment process used as a prelude to program development by the community adult education program planner. The questions of what information should be gathered, where this information is stored, and how it can be retrieved from the community are considered. The model focuses on the assessment of human needs and consists of three basic components: (1) a framework component, which develops a classification schema for human needs, (2) an indicator component, which determines what information should be collected within the constraints of the classification schema, and (3) an information collection component, which elaborates sources of and retrieval strategies for those indicators selected. Three basic concepts–need, community, and model–which are central to the entire research intent are discussed in detail. An 8-step research procedure, utilizing an extensive and critical review of the literature, which will be used to develop the model is presented. A proposed dissertation outline and a 2-page reference list are included. (WL)

ED 128 617 CE 007 928
Eshelby, Don, Comp.
Health Occupations Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—136p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Abstracts, Adult Education, Career Education, Curriculum Guides, Elementary Secondary Education, *Health Occupations Education, *Indexes (Locaters), *Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

The compilation presents 160 resumes of instructional materials for health occupations education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975. (The first edition of the series, containing resumes from 1967 through 1971, is available in the ERIC microfiche collection as ED 062 575.) Covering a broad range of fields and occupations and arranged in ascending order according to an accession (VT) number, the resumes include the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Author and subject indexes and a VT-ED number cross reference index are provided. (The full texts of documents are available from the original sources or from the ERIC Document Reproduction Service (EDRS) as microfiche or xeroxed reproductions. Ordering information for AIM/ARM and EDRS reproductions is provided in the introductory section.) (Author/RG)

ED 128 618 CE 007 929
Blue, James, Comp.
Distributive Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—271p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*Abstracts, Adult Education, Career Education, Curriculum Guides, *Distributive Education, Elementary Secondary Education, *Indexes (Locaters), *Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

The compilation presents 376 resumes of instructional materials for distributive education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975. (The first edition of the series, containing resumes from 1967 through 1971, is available in the ERIC microfiche collection as ED 062 567.) Covering a broad range of fields and occupations and arranged in ascending order according to an accession (VT) number, the resumes include the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. The resumes are indexed by author and subject and a VT-ED number cross reference index is provided. The full texts of documents are available from the original sources or from the ERIC Document Reproduction Service (EDRS) as microfiche or xeroxed reproductions. Ordering information for AIM/ARM and EDRS reproductions is provided in the introductory section. (Author/RG)

ED 128 619 CE 007 930
Keyes, Erma D., Comp.
Home Economics Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—528p.
EDRS Price MF-$1.00 HC-$28.79 Plus Postage.
Descriptors—*Abstracts, Adult Education, Career Education, Curriculum Guides, Elementary Secondary Education, *Home Economics Education, *Indexes (Locaters), *Instructional Materials, Post Secondary Education, *Resource Guides, Teaching Guides, Vocational Education

Over 700 resumes of instructional materials for home economics education, which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975, are included in this compilation. (The first edition of the series, containing resumes from 1967 through 1971, is available in the ERIC microfiche collection as ED 063 487.) The resumes cover a broad range of fields and occupations arranged in ascending order according to an accession (VT) number. Each includes the following information: Authors(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. The resumes are indexed by author and subject and a VT-ED number cross reference index is provided. The full texts of documents are available from the original sources or from the ERIC document reproduction service (EDRS) as microfiche or xeroxed reproductions. Ordering information for AIM/ARM and EDRS reproductions is provided in the introductory section. (Author/RG)

ED 128 620 CE 007 940
Kapes, Jerome T.
Trade and Industrial Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—445p.; The first collection of resumes from 1967 through 1971 is available in microfiche (ED 062 572)
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors—*Abstracts, Adult Education, Career Education, Elementary Secondary Education, *Indexes (Locaters), Instructional Materials, Post Secondary Education, *Resource Guides, *Trade and Industrial Education, Vocational Education

Over 600 resumes of instructional materials for trade and industrial education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/-ARM) between 1972 and 1975 are presented in this compilation. The resumes cover a broad range of fields and occupations and include the following information: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Author, subject, and VT-ED (ERIC document) number cross reference indexes are provided. (RG)

ED 128 621 CE 007 941
Mason, Emmett E., Comp.
Industrial Arts Education Instructional Materials from Abstracts of Instructional and Research Materials in Vocational and Technical Education, 1972-75.
Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—238p.; The first collection of resumes from 1967 through 1971 is available in microfiche (ED 062 577)
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Abstracts, Adult Education, Career Education, Elementary Secondary Education, *Indexes (Locaters), *Industrial Arts, Instructional Materials, Post Secondary Education, *Resource Guides, Vocational Education

This compilation presents over 300 resumes of instructional materials for industrial arts education which have appeared in "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) between 1972 and 1975. The resumes cover a broad range of fields and occupations and are arranged in ascending order according to an accession (VT) number. Each resume includes the author(s), title, institutional source, terms which characterize the contents of the document and a document abstract. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are included. (SH)

ED 128 622 CE 007 942
Brady, Robert C. And Others
Mechanical Drafting. Trade and Industrial Education Course of Study.
Pennsylvania State Dept. of Education, Harrisburg.

Bureau of Vocational Education.Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Pub Date—75
Note—219p.
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—Curriculum, *Curriculum Guides, *Drafting, *Engineering Drawing, *Learning Activities, Secondary Education, *Skill Development, *Teaching Guides, Technical Education, Trade and Industrial Education, Vocational Education

This teaching and learning guide is designed for students who seek specialized training in mechanical drafting. Contents are organized as follows: (1) Introductory section giving the course philosophy, general course objectives, instructional plan, and bibliography, (2) course outline (which includes the [illegible] units of the graphic language; use and care of instruments; lettering; geometric construction; multiview projection; freehand sketching; reproduction and control of drawings; sectional views; auxiliary views; revolutions; and axonometric and oblique), and (3) written instructional aids consisting of job sheets, operation sheets, and sample information and assignment sheets. Over 100 suggested jobs are listed to provide experiences for the student in developing skill competencies. For each job, a corresponding job sheet tells the student what to do in performing the job. Information on the job sheet includes the material and tools needed, specific procedures or steps, related teaching/learning activities, and method of evaluation. Operation sheets supplement the job sheets and indicate how to perform the operations necessary to complete the assigned job. The information sheets and assignment sheets needed to supplement the job sheets are to be prepared by the instructor following the samples provided. (Author/RG)

ED 128 623 CE 007 943

Beaumont, George J. And Others
Radio/Television Repair. Trade and Industrial Education Course of Study.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Pub Date—75
Note—276p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—Curriculum, *Curriculum Guides, *Learning Activities, *Radio Technology, *Repair, Secondary Education, Skill Development, *Teaching Guides, Technical Education, *Television, Trade and Industrial Education, Vocational Education

This guide, intended to be used in teaching and learning, should enable students to master basic skills, acquire knowledge, and develop favorable attitudes in the areas emphasized. Contents of the guide are organized as follows: (1) Introductory section giving the course philosophy, general course objectives, instructional plan, and bibliography, (2) course outline (which includes the unit of fundamental AC and DC electronic theory; solid state and tube circuitry and theory; AM, FM, and audio systems analysis and troubleshooting; television and video system analysis and troubleshooting; systems maintenance, repair, and performance analysis; and customer relations and business management), and (3) written instructional aids consisting of job sheets, operation sheets, and sample information and assignment sheets. Over 70 suggested jobs are listed to provide experiences for the student in developing skill competencies. For each job, a corresponding job sheet tells the student what to do in performing the job. Information on the job sheet includes the material and equipment needed, safety precautions, specific procedures or steps, related teaching/learning activities, and methods of evaluation. Operation sheets supplement the job sheets and indicate how to perform the operations necessary to complete the assigned job. The supplementary information sheets and assignment sheets are to be prepared by the instructor following the samples provided. (Author/RG)

ED 128 624 CE 007 944

Emerly, Robert J. And Others
Machine Shop Practice. Trade and Industrial Education Course of Study.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.Pennsylvania State Univ., University Park. Dept. of Vocational Education.
Pub Date—73
Note—289p.
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Curriculum Guides, *Learning Activities, *Machine Tools, *Mechanics (Process), Secondary Education, *Shop Curriculum, *Teaching Guides, Technical Education, Trade and Industrial Education, Vocational Education

Designed for secondary school students who are interested in becoming machinists, this beginning course guide in machine shop practice is organized into the following sections: (1) Introduction, (2) instructional plan, (3) educational philosophy, (4) specific course objectives, (5) course outline, (6) job sheets, and (7) operation sheets. The course outline calls for 470 hours of applicatory jobs to be completed by students; 35 hours of skill development lessons and 35 hours of information lessons are to be presented by the instructor. For each of the 73 applicatory jobs, a job sheet is included that tells the student what to do in performing the job. The job sheet contains a photograph and scale drawing of the tool, equipment list, list of tools needed, safety precautions, and procedures. Operation sheets supplement the job sheets and tell the student how to perform the operations necessary to complete the assigned jobs. Keyed to the skill development lessons, each operation sheet lists the tools and equipment, and procedure for a specific operation, along with an introductory explanation. The eight units covered are: Lathe operation, power saw operation, bench work, milling machine operation, shaper operation, drilling machine operation, surface grinder operation, and heat treatment. Suggested information lesson titles are listed, but information sheets and assignment sheets are to be prepared by the instructor. (Author/RG)

ED 128 625 CE 007 945

Automotive Mechanic: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-022
Pub Date—76
Note—44p.; For related documents, see CE 007 946-948
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum, Job Analysis, *Job Skills, Occupational Information, Performance Based Education, Post Secondary Education, Secondary Education, Statewide Planning, *Task Performance, Technical Education, *Vocational Education
Identifiers—Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for the occupational program of automotive mechanic. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. Groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. The competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for his competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are the job description for automotive mechanic, list of references, the industry representatives involved in developing the task list, members of the curriculum articulation project, and maps showing the locations of vocational centers and area vocational technical institutes in the state. (Author/RG)

ED 128 626 CE 007 946

Service Center Mechanic: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-023
Pub Date—76
Note—41p.; For related documents see CE 007 945-948
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum, Job Analysis, *Job Skills, Performance Based Education, Post Secondary Education, Secondary Education, *Task Performance, Technical Education, *Vocational Education
Identifiers—Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for the occupational program of service center mechanic. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. Selected from the task list for the occupational program of automotive mechanic, groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning System, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. The 6-page competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for his competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are the job description for service center mechanic, list of references, the industry representatives involved in developing the task list, members of the curriculum articulation project, and maps showing the locations of vocational centers and area vocational technical institutes in Minnesota. (Author/RG)

ED 128 627 CE 007 947

Lubrication Specialist: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-024
Pub Date—76

Note—32p.; For related documents see CE 007 945-948
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, Curriculum, *Job Analysis, *Job Skills, Occupational Information, Performance Based Education, Post Secondary Education, Secondary Education, Statewide Planning, *Task Performance, Technical Education, *Vocational Education
Identifiers—*Lubrication, Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for the occupational program of lubrication specialist. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. From the task list for the occupational program of automotive mechanic, groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. The competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for each competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are the job description for lubrication specialist, list of references, the industry representatives involved in developing the task list, members of the curriculum articulation project, and maps showing the locations of vocational centers and area vocational technical institutes in the state. (Author/RG)

ED 128 628 **CE 007 948**
Exploratory Program for Auto Mechanics: Task List and Competency Record. Developed for Vocational-Technical Curriculum Articulation in Minnesota.
Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.
Report No.—VT-103-025
Pub Date—76
Note—39p.; For related documents, see CE 007 945-947
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Standards, Articulation (Program), *Auto Mechanics, Auto Mechanics (Occupation), *Behavioral Objectives, *Career Exploration, Curriculum, Job Analysis, *Job Skills, Occupational Information, Performance Based Education, Post Secondary Education, Secondary Education, Statewide Planning, *Task Performance, Technical Education
Identifiers—Minnesota

Intended for the vocational instructor, the booklet presents a task list and competency record for an exploratory program in auto mechanics. The list was developed by a working committee of auto mechanics instructors and industry representatives throughout the state of Minnesota for use in program articulation between secondary and postsecondary institutions. Identical to the task list for the occupational program of automotive mechanic, groups of tasks are organized into 12 areas of competence: Steering and Suspension System, Drive Train, Engine Mechanical, Cooling and Heating System, Air Conditioning, Brake, Electrical, Engine Tune-Up, Fuel and Emission System, Body Adjustments, Exhaust and Lubrication, and Related Subject Activities. It is recommended that some tasks within each of the 12 areas of competence be selected for developing an exploratory program in auto mechanics. The competency record is a suggested replacement for the traditional report card and would accompany the student through his or her vocational training in the secondary and/or postsecondary school. For each group of tasks within the competency areas, the student is graded for his competency in task performance on a 6-point scale ranging from "received introduction only" to "able to help others; very competent." Also included in the booklet are a list of references and blank pages for notes. (Author/RG)

ED 128 642 **CE 008 050**
Wilber, George L. And Others
Minorities in the Labor Market. Volume I: Spanish Americans and Indians in the Labor Market.
Kentucky Univ., Lexington. Social Welfare Research Inst.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—75
Contract—DL-21-21-74-08
Note—254p.; For related documents see CE 008 051-052
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—*American Indians, Caucasians, Comparative Analysis, Economic Research, Employment, *Employment Experience, Employment Level, Employment Opportunities, *Employment Patterns, Employment Practices, Ethnic Groups, Females, *Labor Market, Males, Minority Groups, National Surveys, Occupational Mobility, Racial Discrimination, Sex Discrimination, *Social Discrimination, Socioeconomic Status, *Spanish Americans, Tables (Data), Wages
Identifiers—United States

The purpose of this report is to describe and evaluate participation and status achievements of Spanish origin persons and American Indians in the labor market relative to the participation of whites. An ultimate aim is to identify factors contributing to intergroup differences and to determine whether differences reflect discrimination. Inequalities and discrimination are examined in terms of labor force participation, occupational achievement, occupational mobility, and earnings. Data are presented in narrative and tabular form. Four major conclusions resulted from the analysis: (1) Color-ethnic-sex inequalities in employment, occupational achievement, job mobility, and earnings permeate the U.S. labor market; (2) when persons of Mexican, Puerto Rican, and Cuban origin, American Indians, and blacks are compared with whites of comparable levels of education and training, these inequalities diminish but do not disappear; (3) white women as well as minority women are subject to discrimination based on sex far more severe than color-ethnic discrimination; and (4) inequalities among women in the job market are comparatively small and the status of these minority women is not consistently lower than that of white women. Appendixes include a description of three measures used in the study, public use samples, a 6-page list of occupation scores and frequencies, and ideas for further research. (Author/NJ)

ED 128 643 **CE 008 051**
Wilber, George L. And Others
Minorities in the Labor Market. Volume II: Orientals in the American Labor Market.
Kentucky Univ., Lexington. Social Welfare Research Inst.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—75
Contract—DL-21-21-74-08
Note—207p.; For related documents see CE 008 050-052
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$11.37 Plus Postage.
Descriptors—*Asian Americans, Caucasians, Comparative Analysis, Economic Research, *Employment Experience, Employment Level, *Employment Opportunities, *Employment Patterns, Employment Practices, Ethnic Groups, *Labor Market, *Minority Groups, Minority Role, National Surveys, Occupational Mobility, Racial Discrimination, Social Discrimination, Socioeconomic Status, Tables (Data), Wages
Identifiers—United States

The major task of this report is to describe and evaluate the participation and status achievements of Orientals in the labor market, with particular attention to factors affecting such participation and whether differences in participation as compared to that of whites reflect discrimination. Inequalities and discrimination are examined in terms of labor force participation, occupational achievement, occupational mobility, and earnings. A brief resume of Oriental immigration is followed by descriptions of settlement patterns and socioeconomic characteristics. Differences in participation between whites and Orientals are examined and the relationship of participation to sociodemographic determinants are investigated. Levels of occupational status reached by Oriental workers in the U.S. are described and documented and the dynamics of the occupational structure, conditions influencing mobility, and the consequences of these for achievement are examined. Earnings from wages and salaries in 1969 serve as a measure in the differential analysis of income. A final chapter presents a brief profile of the status achievements of Orientals and a discussion of the implications of contemporary oriental achievement. Appendixes include descriptions of three measures used, occupation scores and frequencies, a description of the sample, and ideas for further research. (Author/NJ)

ED 128 644 **CE 008 052**
Wilber, George L. Hagan, Robert J.
Minorities in the Labor Market. Volume III: Metropolitan and Regional Inequalities Among Minorities in the Labor Market.
Kentucky Univ., Lexington. Social Welfare Research Inst.
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.
Pub Date—75
Contract—DL-21-21-74-08
Note—151p.; For related documents see CE 008 050-051
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.
Descriptors—American Indians, Chinese Americans, Comparative Analysis, Cubans, Economic Research, Employment Level, *Employment Patterns, Employment Practices, *Ethnic Groups, Filipino Americans, *Geographic Regions, Japanese Americans, *Labor Market, *Metropolitan Areas, Mexicans, Minority Groups, Mobility, National Surveys, Negroes, Puerto Ricans, *Racial Discrimination, Social Discrimination, Socioeconomic Status, Tables (Data), Wages
Identifiers—United States

Data are presented on the employment inequalities among color-ethnic minorities in major regions and metropolitan areas in the U.S. Achievements of minorities are summarized in brief profiles of each of eight ethnic minorities. Emphasis is placed on their labor force participation, employment, occupational achievement, mobility, weeks worked, and earnings. The summary profiles are designed to facilitate a grasp of essential patterns of similarities and differences within a minority among regions and metropolitan areas. Brief summary tables concentrate on those regions and metropolitan areas in which relatively large numbers of each minority are concentrated. Much greater detail is combined in the tables which follow. Comparisons of ethnic minorities indicate that (1) levels of employment, occupational achievement, and earnings differ by location, but that the overall rankings of minorities are not modified within areas, (2) levels of participation and achievement tend to be highest in areas where a minority is most numerous, and (3) achievements of minorities in the labor market are more dependent on their minority characteristics and educational attainment than on location. Appendix A presents statistical descriptions of the sample populations, identifies the regions and metropolitan areas, and defines the major variables and measures in the report. (Author/NJ)

ED 128 645 CE 008 060

Annual Rural Manpower Report, 1975. State of Maine.

Maine State Dept. of Manpower Affairs, Augusta.
Report No.—VT-103-137
Pub Date—[76]
Note—50p.; Not available in hard copy due to marginal reproducibility of the original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Annual Reports, Community Services, *Economic Development, Economic Status, *Employment Trends, *Manpower Development, *Rural Areas, *Rural Economics, Statistical Data
Identifiers—*Maine

The Annual Rural Manpower Report is a summary of events and programs affecting rural communities during 1975. Intended as a general overview of activities in rural Maine, it is not an indepth study of all manpower programs serving the state. Part I provides the annual summary and discusses planning, economic development, employment and unemployment trends, services to rural people, rural manpower service participation in community development activities, and public relations activities. Part II presents statistical data for the status of industries, population and migration, employment, production, and services to rural groups. (Author/KJ)

ED 128 646 CE 008 064

Craig, David G.

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1975. VT Research Series.

Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.
Report No.—VT-103-141
Pub Date—Mar 76
Note—32p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Agricultural Education, College Graduates, *Educational Trends, *National Surveys, Tables (Data), *Teacher Employment, *Teacher Supply and Demand, *Vocational Agriculture Teachers

This eleventh annual survey describes the nature and degree of the shortage of vocational agriculture teachers in 1975 and identifies changes and trends since 1965. The purpose of the survey is to provide data to be used in statewide and nationwide recruitment efforts to secure prospective vocational agriculture teachers. Information was obtained from questionnaires mailed to teacher educators and state supervisors. Results are presented in tabular form. Major findings are summarized, and recommendations offered relating to recruitment, teacher certification, and employment. Appendices include the two questionnaires used in the survey. (Author/RG)

ED 128 647 CE 008 065

Cronin, F. Patrick And Others

Improvement of Occupational Education in the Federal Bureau of Prisons. Phase I. An Assessment of the Comparative Effectiveness of Occupational Education Delivery Systems in Six Institutions of the Federal Bureau of Prisons.

Ohio State Univ., Columbus. Center for Vocational Education.
Spons Agency—Department of Justice, Washington, D.C. Federal Prison Industries, Inc.
Report No.—VT-103-142
Pub Date—Mar 76
Note—200p.
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.
Descriptors—Administrative Organization, Community Resources, Comparative Analysis, Contracts, Cooperative Programs, Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, Cost Effectiveness, *Delivery Systems, Effective Teaching, Program Administration, Program Effectiveness, Program Evaluation, Student Attitudes, Student Reaction, Teacher Qualifications, Vocational Education, *Vocational Rehabilitation

At the request of the Federal Bureau of Prisons (FBP), the Center for Vocational Education assessed the comparative effectiveness of approaches for delivering occupational education, particularly the use of civil service employees who provide occupational education programs within FBP institutions as opposed to use of community resources through contractual arrangements with schools or other institutions or individuals. Structured personnel interviews focusing on cost effectiveness, student satisfaction, teacher performance, scope and variety of programming, and program flexibility were conducted with institutional administration and occupational education staff and students at six institutions. Major findings indicate that: (1) Contracted programs were not necessarily more cost effective than civil service programs; (2) programs established under contractual agreement were more adaptive to changes in the labor market and student interest than civil service programs; (3) student satisfaction did not appear to be dependent upon type of delivery system; (4) instructional preparation was satisfactory across all delivery systems; and (5) current FBP programming is limited in scope and variety. Recommendations include these: that the FBP utilize community-based resource systems, that civil service on-the-job training be replaced with cooperative education programs, and that study release time be pursued at every opportunity. Appendixes (80 pages) include the research approach, staff development needs, and survey instruments. (Author/KJ)

ED 128 648 CE 008 066

Jackson, Carl R.

Model Machine Shop for Drafting Instruction.

White Mountains Supervisory District 35, Littleton, N.H.
Spons Agency—New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.
Pub Date—Aug 74
Note—43p.
Available from—Carl Jackson, White Mountains Regional High School, Whitefield, New Hampshire 03598
Document Not Available from EDRS.
Descriptors—*Drafting, Individualized Instruction, Instructional Innovation, Integrated Curriculum, *Interdisciplinary Approach, *Program Descriptions, *School Shops, Secondary Education, *Trade and Industrial Education
Identifiers—New Hampshire (Whitefield), *White Mountains Regional High School

The development and implementation of a two-year interdisciplinary course integrating a machine shop and drafting curriculum are described in the report. The purpose of the course is to provide a learning process in industrial drafting featuring identifiable orientation in skills that will enable the student to develop competencies that are directly related to the world of trade and industrial work. Components utilized in the instructional approach are behavioral objectives, individualized instruction, and interdepartmental activities where there is an exchange of vocational and academic students working together on projects. Short case histories of positive behavioral changes in five students during the course are given along with brief recommendations for the establishment of similar programs. Appended are the behavioral objectives for the following course units: History of drafting, care and use of equipment, orthographics, geometric construction, sectionals, and auxiliaries and revolutions. Also included are a list of related occupations, two plans for equipment purchase, and a student performance rating sheet. (RG)

ED 128 649 CE 008 077

Vicino, F. L. DeGracie, J. S.

Comprehensive Needs Assessment: Gila River Career Center.

Gila River Career Center, Sacaton, Ariz.
Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.; Pinal County Community Coll. District, Florence, Ariz.
Pub Date—Apr 76
Contract—76-RMG-1302
Note—41p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—American Indians, Community Surveys, Curriculum Evaluation, *Educational Needs, *Needs Assessment, Program Evaluation, *School Surveys, *Student Needs, Vocational Education, *Vocational Training Centers
Identifiers—Arizona, Gila River Career Center

An indepth needs assessment was conducted to identify and prioritize institutional goals specified in terms of the vocational needs of the clientele that the training center is committed to serve. Following a task workshop to develop a list of institutional program areas of concern, a survey instrument was designed to determine the extent and importance of each of these 45 areas. Survey results were based on 142 responses: 87 from students, 28 from staff, and 27 from the Indian community. The three respondent groups were consistent in their agreement on relative priorities and severities of the various areas of concern. Major needs related to staff sensitivity, to student problems, communication systems, the training time period, training in work attitudes, job placement followup, and present and future manpower requirements. It was recommended that task forces be established to examine these concerns and prepare alternative solutions. Appended are the workshop starter list, survey instrument, and table of total survey data. (Author/RG)

ED 128 650 CE 008 084

Lewis, James P. Fickes, Joan Gaughan

Evaluation of 1975 Postsecondary Educational Programs in the Eight Pennsylvania State Correctional Institutions.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.
Pub Date—May 76
Note—55p.
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Administrator Attitudes, College Deans, *College Programs, Colleges, *Correctional Education, *Corrective Institutions, Post

Secondary Education, Prisoners, *Program Administration, *Program Evaluation, *Student Attitudes

Identifiers—Pennsylvania

This study examines the role of the 14 colleges participating in postsecondary programs in eight Pennsylvania correctional institutions, to assess the quality of instruction and educational services, and to determine the attitudes of the offenders towards the college program. Data used in the evaluation was collected by questionnaires administered to the offenders and to deans of continuing education of each of the colleges participating at the eight correctional institutions. The results section is designed to reflect outcomes as they relate to the specific evaluation objectives. The responses of the deans are summarized in narrative form. The results of the offenders' responses are also summarized and grouped by the three subsections of perceptions of instructors, perceptions of services, and perceptions of values and attitudes. Over one-half of the report consists of appendixes containing the evaluation questionnaires and the individual institution responses. (WL)

ED 128 651 CE 008 100

Lamo, Vincent P.

Project CAREER/Guidance. Research and Development Project in Career Education. Final Report.

Project CAREER, Randolph, Mass.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—15 Jan 75

Contract—OEG-0-72-4651

Note—45p.; For related documents see CE 088 098-101

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, *Computer Oriented Programs, *Elementary Secondary Education, Occupational Information, Pilot Projects, *Program Descriptions, Program Development, Research Projects

Identifiers—Massachusetts, Project CAREER

Goals, objectives, activities, and accomplishments of the guidance component of Project CAREER (Computer Assisted Research for Educational Relevance) are documented in the report. The purpose of the component was to develop a series of transportable models for enhancing career awareness, career exploration, and career-skill development at the elementary, junior high, and secondary grade levels respectively. Products and useful tools resulting from the project research (done in three Massachusetts pilot school systems) include: Workshop manuals for establishing career information centers, "Careerograms," "Sample Products in Elementary Guidance," an evaluation for "A Pilot Career Oriented Program for Middle School," "Career Cache Kit," and a visual career information file. Job descriptions of career information center personnel and a list of behavioral objectives for the three grade levels are also given. (TA)

ED 128 652 CE 008 107

Schroeder, Wayne E.

Technical and Vocational Education Planning. An International Annotated Bibliography of ERIC Documents. Bibliography Series No. 35.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-184

Pub Date—Jun 76

Note—73p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Curriculum Development, *Educational Planning, Educational Policy, Policy Formation, Staff Improvement, *Technical Education, *Vocational Education

Organized following the format of the International Conference on Technical and Vocational Education at Denver, Colorado (June 1976), this annotated bibliography presents over 160 resumes selected from the Educational Resources Information Center (ERIC). Intended as a resource for technical and vocational education planners and practitioners from various countries, the resumes are organized to reflect the three conference program themes: Policy formulation and planning, curriculum development, and staff development. References were selected on the basis of their potential for international application and were limited to materials that have been entered into ERIC since 1970, with the exclusion of journal articles. The resumes include title, author(s), institutional source, sponsoring agency, publication date, number of pages, availability, and a document abstract. Ordering information for EDRS (ERIC Document Reproduction Service) reproductions is provided in the introductory section. (Author/RG)

ED 128 653 CE 008 123

Smith, Robert Stewart

The Occupational Safety and Health Act: Its Goals and Its Achievements. Evaluative Studies Series.

American Enterprise Inst. for Public Policy Research, Washington D.C.

Report No.—VT-103-200

Pub Date—76

Note—108p.

Available from—American Enterprise Institute for Public Policy Research, 1150 Seventeenth Street, N. W., Washington, D. C. 20036 ($3.00)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Accident Prevention, *Environmental Research, *Federal Legislation, *Federal Programs, Health Programs, *Program Evaluation, *Safety, Standards, *Work Environment

Identifiers—Occupational Safety and Health Act 1970, Occupational Safety and Health Administration, OSHA

The safety and health mandate of the Occupational Safety and Health Act of 1970 is examined in reference to its effectiveness in reducing injuries and its consistency with the goal of promoting general welfare. Chapter 1 describes the essential features of the act and its administration to date, and analyzes the mandate as revealed by legislative intent and judicial decisions. Chapter 2 sketches a theory of social welfare and the conditions requiring the government to intervene in a market system to enhance this welfare. Chapters 3 and 4 discuss the Occupational Safety and Health Administration (OSHA) in terms of its decision on the noise standard, its enforcement program, and its success in reducing injuries. Alternative forms that a government program could take, and specific recommendations for change in the existing federal job safety and health program are offered in Chapter 5. Three appendices deal with technical aspects of the arguments developed in the chapters. (SH)

ED 128 654 CE 008 129

Assessing Vocational Education Research and Development.

National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

Pub Date—76

Note—138p.

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D. C. 20418 ($8.00)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Educational Assessment, Educational Development, Educational Legislation, Educational Policy, *Educational Research, *Federal Legislation, Federal Programs, Federal State Relationship, Information Dissemination, Program Administration, *Program Evaluation, Research Coordinating Units, Research Reviews (Publications), *Vocational Education

Major conclusions of this report prepared by the Committee on Vocational Education Research and Development are that the $250 million spent by the U. S. Office of Education (USOE) on vocational education research and development during the last 10 years has not had documented, widespread impact because of lack of coherent policy, administration, and leadership. Chapter 1 gives an overview of the report by the committee (formed in 1974), whose two major tasks were to review and assess the research and development activities sponsored by USOE under the Vocational Education Act of 1963 as amended in 1968, and to recommend changes. Chapter 2 presents a brief discussion of vocational education in this country: how it differs from general education, now it has changed over the years, and what issues it faces today. Chapter 3 summarizes the history of vocational education research and development (R&D) legislation and funding. Chapter 4 gives the results of the committee's assessment of vocational education R&D programs which were obtained by reviewing large-scale evaluations, by searching for examples of successful projects, and by interviewing people involved in the R&D program. Chapter 5 presents the committee's description and assessment of the administration of vocational education R&D program and their recommendations for changes in the program's structure and management that are intended to result in an integrated R&D system. Details on procedures and findings are appended. (HD)

ED 128 655 CE 008 191

Glaser, Edward M. And Others

Improvement in the Quality of Worklife and Productivity: A Joint Venture Between Management and Employees. Final Report.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date—[76]

Contract—DL-96-06-72-27

Note—167p.; Pages 26, 99, 101, and 111 will not reproduce well due to faint and broken type

Available from—National Technical Information Service, Springfield, Virginia 22151

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Consultants, *Consultation Programs, Cost Effectiveness, Efficiency, Employer Employee Relationship, Institutional Research, Job Analysis, Job Enrichment, *Job Satisfaction, Management by Objectives, Management Development, Operations Research, *Organizational Climate, *Organizational Development, Performance Factors, Personnel Evaluation, Personnel Management, Personnel Selection, *Productivity, Professional Services, Quality Control

Identifiers—Quality of Working Life

A 3-year research project conducted at a new pharmaceutical manufacturing plant was designed to determine whether quality of worklife (QWL) consultation provided to a new plant during its planning, staffing, organizing, and initial operation would contribute to improved job satisfaction and productivity as compared with a long-established, more traditionally managed plant in the same company making the same products, but not receiving QWL consultation. The report describes developmental events, prevailing conditions relevant to consulting efforts, and outcomes of those efforts, and the question of why one major segment of the plant (quality assurance) seemed better able to sustain the QWL effort than the other major segment (production) is analyzed. Implementation of project concepts is reported to be limited by the organization's financial problems (those related to adjustment to new ownership, and technical difficulties); nevertheless, positive outcomes are reported in terms of satisfactorily meeting production goals, ego-involvement of the workforce, comparatively low absenteeism, and the plant's survival of the frustrations of start-up delays. Recommendations are made for future efforts to achieve both enriched quality of worklife and improved business effectiveness/efficiency. (TA)

ED 128 656 CE 008 204

Ewen, Brenda B.

Integrating Career Education into Teacher Preparation. Implementation Guide for College/University Use.

Arizona Univ., Tucson.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—130p.; Page 6 contains a schematic chart which will not reproduce well due to small type

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($1.95)

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Career Education, Curriculum Development, Curriculum Guides, Education Courses, Higher Education, *Information Centers, *Integrated Curriculum, Methods Courses, Models, Occupational Information, *Preservice Education, Resource Centers, Resource Guides, Schools of Education, *Secondary School Teachers, Teacher Education, *Teacher Education Curriculum, Teacher Educator Education, Universities

Identifiers—Arizona, University of Arizona

This implementation guide was developed from a project to integrate career education into existing preservice teacher training courses and to prepare students in these courses to serve as career education catalysts in their schools. Integration schematics for core courses in the Secondary Education Teacher Preparation Program at the University of Arizona are presented, and a step-by-step process for implementing a university-based career information center is outlined including the necessary elements: advisory committee, location and space, equipment, materials, files, guidelines for use, orientation, public relations, workshops, vocational assistance, staff, budget, and evaluation procedures. Initial and long range training activities for implementing in-service training of university personnel are also included. Approximately one-half of the report consists of the following appendices: Sample Career Information Center Bibliography, Sample Occupational Clustering Systems, Alternative Resource Speaker Filing Systems, Orientation: The Career Information Center, Suggested Topics for Career Information Center Workshops, and Selected References. (MP)

ED 128 657 CE 008 236

Kenyon, Lawrence B.

Job Placement Coordinators Manual.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Jun 76

Note—105p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103–Kilmer Campus, Rutgers University, New Brunswick, N. J. ($2.50 plus postage)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Accountability, Career Education, *Coordinators, Counselor Role, Guidance Personnel, *Guidance Programs, Job Analysis, *Job Placement, Manuals, *Occupational Guidance, Placement, Program Administration, Program Coordination, *Program Development, Program Effectiveness, Program Guides, Program Planning, Resource Materials, Senior High Schools

The aim of this manual is to provide a useful tool for school personnel engaged in placement work and related activities in career education and guidance. Chapter 1 looks at job placement services, including the career resource centers and benefits to students. Chapter 2 outlines preliminary steps and needs in initiating a job placement program. In two parts, Chapter 3 covers: The major duties of placement coordinators, discussing their relationship to the entire program of career education and guidance; and the techniques of counseling, the theories of career development, and such tools as testing and informational services. Chapter 4 attempts to show the wide variety of activities carried on by placement coordinators in the field by presenting extensive excerpts from two annual reports. Chapter 5 stresses the importance of the placement service as a source of evaluation for at least the career education component of the curriculum, and suggests that accountability should be a goal rather than a concept which controls all educational activities. Appendices contain various sample forms and materials useful to a placement coordinator. (TA)

ED 128 658 CE 008 257

Hoyt, Kenneth B.

Setting the Record Straight: A Reply to Grubb and Lazerson.

Pub Date—76

Note—14p.; Paper presented to the National Forum on Career Education (Washington, D. C., February 9, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accountability, Administrative Policy, *Career Education, *Concept Formation, *Definitions, Educational Objectives, Employment, *Evaluation Criteria, Policy, Post Secondary Education, *Program Effectiveness, Relevance (Education), Vocational Development, *Vocational Education

Identifiers—Grubb (Norton), Lazerson (Marvin)

The director of the Office of Career Education, U. S. Office of Education, identifies and "corrects" what he considers to be conceptual errors about career education found in an article by Norton Grubb and Marvin Lazerson in the "Harvard Educational Review" (1975, Volume 45, Number 4, pages 451-474). Major errors are categorized under four topics: (1) Differences between career education and vocational education, (2) the concept of work in career education, (3) career education and post-secondary education, and (4) criteria for evaluation of career education. An extensive rebuttal is made to the claims of Grubb and Lazerson, and in concluding, it is stated that while career education welcomes criticism from those who disagree with the concepts espoused, some attention should be paid to basic conceptual statements. A list of references is included. (TA)

ED 128 659 CE 008 260

Hoyt, Kenneth B.

Career Education: What's Doable Now?

Pub Date—75

Note—13p.; Presented at the Sacramento Career Education Conference (Sacramento, California, August 29, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Accountability, *Career Education, Educational Change, *Educational Policy, Financial Support, Government Role, Institutional Role, Needs Assessment, *Policy Formation, *Program Development, Program Effectiveness, Public Policy, School Role, Speeches, *Trend Analysis, Vocational Development

Identifiers—United States

Career education, as it currently exists, is put in perspective with reference to broader and more far-reaching proposals for dealing with the education/-work dilemma in the United States. In so doing, career education is pictured as a movement that operates under a "possible change" philosophy. Current strengths of career education are represented along with a general set of action steps that could be undertaken in any community interested in initiating a career education effort. Observations are noted regarding the current readiness to move, on a nationwide scale, from a demonstration to a programmatic implementation mode in career education. It is concluded that to attempt such a nationwide implementation, more financial support than currently seems available is needed. (TA)

ED 128 660 CE 008 262

Hoyt, Kenneth B.

Career Education's Potential for Increasing Productivity.

Pub Date—75

Note—14p.; Paper presented to the National Federation of Independent Business (Washington, D. C., June 18, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Career Awareness, *Career Education, *Educational Accountability, Educational Assessment, Educational Experience, Educational Improvement, *Educational Needs, Educational Planning, *Educational Policy, Educational Problems, *Productivity, Speeches, Work Experience

Identifiers—United States

It is suggested that the American system of formal education be included in discussions of problems of productivity, both as a contributor to the problem, and as an instrument to be used in seeking solutions to the problem. Career education, in particular, is viewed as being capable of making contributions toward increasing productivity. Two basic assumptions are made: (l) Problems of productivity have a long history of development and will require a long time to cure, and (2) while the changes called for by career education are clearly only part of the needed solutions, each can help to some extent. The major part of the discussion centers on the U. S. Office of Education policy paper, "An Introduction to Career Education," which contains a listing of 11 current conditions calling for educational reform. Ways are suggested in which these conditions have contributed to lack of productivity, and changes called for by career education are outlined which would lead toward correction of the conditions and so to an increase in productivity. (TA)

ED 128 661 CE 008 292

Smith, Keith E.

A Summary of Commissioned Papers Prepared for the National Advisory Council for Career Education.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—57p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Career Education, Educational Legislation, Evaluation, *Federal Legislation, *Needs Assessment, Policy Formation, Program Development, *Program Evaluation, *State Legislation, State of the Art Reviews

Identifiers—National Advisory Council for Career Education

Fourteen commissioned papers and studies on issues relating to career education are summarized.

The purpose of these papers was to assess, monitor, and report on the condition of career education as a reform movement in the United States, and to recommend to Congress appropriate legislation for the furtherance of career education. Four papers on the efficacy of career education focused on career awareness, academic achievement, career decision-making, and other ways of assessing effectiveness. Eight papers were commissioned to help the Council identify the various Federal and state legislative authorizations for career education related activities. The topics are: "Key Concepts in Career Education: Legislative and Policy Issues," "Career Education: An Idea Whose Time Has Come," "Proposals for Career Education Legislation," "Career Education and the Future," "An Analysis of Federal Legislation Bearing on Career Education," "The Implementation and Administration of a Federal Career Education Program," "An Analysis of State Laws on Career Education and Pending State Legislation," and "Analysis and Synthesis of Existing Career Education Legislation." Additional papers are entitled: "Review and Synthesis of Research Concerning Career Education" and "The Emerging History of Career Education." (TA)

ED 129 973 CE 007 520

Kilwein, Roger And Others

Business, Office, and Distributive Education for North Dakota Secondary Schools.

North Dakota State Board for Vocational Education, Bismarck.North Dakota State Dept. of Public Instruction, Bismarck.

Pub Date—72

Note—256p.

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Business Education, *Course Descriptions, *Course Objectives, Curriculum Guides, *Distributive Education, *Learning Activities, *Office Occupations Education, Secondary Education, State Curriculum Guides, Teaching Guides, Vocational Education

Identifiers—North Dakota

This curriculum guide has been prepared to help teachers and school administrators in planning an adequate program in the business, office, and distributive education area. It also provides, for students and teachers, a new guide and outline of necessary groups of disciplines in their areas of interest. Information, methods, and techniques are suggested that may be helpful in providing the education needed for the world of work. The first four units contain the major content: (1) Introduction to Business and Office Education, which includes philosophy, vocational function, the role of business education in career education, business and office occupational clusters, and other information; (2) Developing Business and Office Education Programs, which includes requirements for vocational office education programs, policies and procedures for developing programs, and business, office and distributive education teacher qualification requirements; (3) Course Areas, which gives total course descriptions for 19 business and office education courses; and (4) Marketing and Distributive Occupations, which includes a philosophy, objectives, training plans, course descriptions for Distributive Education I, II, III, and IV (along with course subdivisions), and other information. Units 5 and 6 contain a list of publishers and educational services companies, and a bibliography. (WL)

ED 129 975 CE 007 608

Getting Started in the Classroom.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—73

Note—119p.; Parts of pages 15 (containing a brief excerpt from Paul W. F. Witt's "Technology and the Curriculum") and 99 (containing a brief excerpt from Boyd's "The Professional Amateur") are copyrighted and therefore not available

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Activity Learning, Career Awareness, Career Education, Centers of Interest, Class Organization, Classroom Environment, *Classroom Materials, Elementary Education, Flexible Classrooms, Group Activities, Instructional Materials, *Learning Activities, *Learning Laboratories, Resource Guides, Skill Centers, State Curriculum Guides, State Programs, Student Development, Teaching Guides, *Technology

The material-tool approach of the statewide program, Technology for Children, for grades kindergarten through six (K-6) is described in this teaching guide. This approach, which encourages a workshop-laboratory-classroom learning environment, is integrated among subject areas and is thematic in nature. The program operates under three goals: (1) To aid in developing self-awareness and responsibility, (2) to aid in developing an understanding of technology and the world-of-work, and (3) to enhance the learning process. Interest learning, children-tools and learning, classroom organization, and developing a safety philosophy are discussed. Ideas, suggestions, and references are provided for these sections. The guide contains 22 interest areas, ranging from automation to tool making. Each interest area describes an idea/problem, procedures for examining the idea/problem, materials and equipment need, and follow-up. To supplement the guide, a list of materials and sources (available at minimal cost to the teacher) is provided, as well as a list of suggested resources for material and equipment. A follow-up survey sheet for the guide is included. (TA)

ED 129 976 CE 007 656

Noer, David

Jobkeeping. A Hireling's Survival Manual.

Pub Date—76

Note—178p.

Available from—Chilton Book Company, Radnor, Pennsylvania (0-8019-6452-0, $7.95)

Document Not Available from EDRS.

Descriptors—Employer Attitudes, *Employer Employee Relationship, Employment, *Employment Practices, Employment Problems, *Individual Development, *Job Layoff, Job Satisfaction, *Job Tenure, Labor Legislation, Planning, Prediction, *Work Environment

Written by a professional personnel recruiter, this book deals with many aspects of job layoff in relation to the hiree's potential ability to control his occupational future. By citing case histories of layoff victims, examples of company changes that result in layoff are pointed out. Psychological shields and tested strategies are provided, and employment "games" are described, so that hirees can defend themselves against company plans that would leave them jobless. The author also explains how to use labor laws advantageously, details how to build a contingency layoff kit, and provides a means of reevaluating job goals to determine what conditions help lead to self-actualization and job satisfaction. (SH)

ED 129 977 CE 007 705

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology. Research Report No. 7. Volume 1, Medical Tasks: What the Radiologist Does.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Contract—82-34-69-34

Note—687p.; For related documents, see CE 008 476-477, and 008 699-700

EDRS Price MF-$1.33 HC-$36.83 Plus Postage.

Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Research, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study

The first of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains 143 task descriptions covering most of the medical activities carried out by diagnostic radiologists. (The work carried out by radiologic technologists, and administrative, machine-related, and nursing-type functions are found in Volumes 2 and 3. Volume 4 is an index of all the tasks in the three volumes.) The first three volumes present the tasks in a given area in numerical order by code number. These task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs and assignment of work to job titles, and as inputs to the development of performance evaluation instruments and proficiency tests. Chapter I of this volume defines "task" and tells how the descriptions were developed. The task descriptions are presented in Chapter 3 by Code Number, the steps of the task described in logical sequence in considerable detail. Chapter 2 is a guide to the tasks, arranged in logical grouping for easy reference: (1) By system of the body, (2) by function (e.g., consultations, procedures, teaching), and (3) by main type of recipient (e.g., patient, pediatric patient, student, etc.). (HD)

ED 129 978 CE 007 759

A Four State Regional Institute for Selected Adult, Supplementary, and Vocational Education Directors and Coordinators. Adult Coordinators Handbook.

Iowa State Univ. of Science and Technology, Ames. Dept. of Home Economics Education.Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Teacher Education and Certification.; Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—130p.; Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administrator Guides, Adult Education Programs, *Adult Vocational Education, Educational Needs, Educational Programs, *Needs Assessment, *Program Development, *Program Evaluation, *Program Improvement, Regional Planning, *Supplementary Education, Technical Education, Vocational Education

This handbook, the outcome of the Institute, gives abstracts of the major presentations by Institute contributors intended to be helpful to administrators of adult supplementary vocational-technical education programs in administering, evaluating, and improving such programs. Presentations cover the topics of: Full funding of education, needs assessment, vocational education staff development, resources and sources of curriculum development, adult supplementary programs evaluation, supportive services, and educational implications of the Comprehensive Education and Training Act (CETA). Questionnaires, diagrams, and other materials for use by administrators are also included. The appendix provides flow charts for organizing adult programs in the areas of administration, technical and industrial education, home economics health education, and business education; the Institute evaluator's report is also included. (SH)

ED 129 979 CE 007 774

DuPlantis, Ernest P.

Climate Control. Secondary School Course Guide.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date—Mar 72

Note—243p.

EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—*Air Conditioning, *Climate Control, Course Descriptions, Curriculum Guides, *Learning Activities, *Refrigeration, *Refrigeration Mechanics, Secondary Education, Service Occupations, Teaching Guides, Vocational Education

This course guide is oriented toward developing skills in air conditioning and refrigeration installation and service. Although primarily designed as a 2-year program for high school students at the junior and senior levels, it is equally acceptable for the post high school student as an occupational training program, or as a refresher course for those who have been in the industry and have not had the opportunity to keep up with recent developments in new methods and equipment. Eight major sections are included: The first three (Refrigeration, Basic Electricity, Commercial Refrigeration) are to be used the first year of the program, and the remaining five (Year Round Air Conditioning, Air Distribution, Controls, Trouble Shooting, Customer Relations) are to be used the second year. Each section includes from 1 to 15 units, with each unit providing unit objectives, tools and materials needed, and a unit outline. Occupational information and a vocabulary listing are included in the introduction for instructor use. (SH)

ED 129 980 CE 007 778

Education Components for a Career Information System. Final Project Report for Fund for the Improvement of Post-Secondary Education.

Oregon Univ., Eugene. Career Information System.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Oregon State System of Higher Education, Eugene.

Pub Date—75

Note—90p.

Available from—Career Information System, Office of the Director, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 07403 ($2.50)

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Choice, *Career Education, Data Bases, Educational Programs, Educational Technology, Evaluation Methods, *Information Centers, Information Dissemination, Information Needs, Information Retrieval, Information Seeking, *Information Services, *Information Systems, Information Utilization, *Occupational Information, Post Secondary Education, Program Design, Program Evaluation

Identifiers—Career Information System, CIS, Oregon

This report describes how the Oregon Career Information System (CIS) expanded its career information files by adding three new files relevant to education information. Descriptions are given of the Preparation file, containing information specifying various ways to prepare for a particular occupation; the Program file, which describes a complete array of educational and training programs; and the School file, which provides comprehensive institutional information such as degrees offered, financial aid, and housing. It is reported that the educational components were field tested to determine their value to individuals making career decisions, and that response of CIS users indicated that the components were easy to use, relevant to users' career planning, comprehensive in the scope of information provided, and well integrated with the rest of CIS. Also, the expanded system was found to have substantial impact on occupational and educational choices. The adult market for career information and the impact of CIS on other agencies are also analyzed. (Author/TA)

ED 129 981 CE 007 779

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 3. VT 102 801-103 000.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—275p.; For a related document see CE 008 432

EDRS Price MF-$0.83 HC-$14.05 Plus Postage.

Descriptors—*Abstracts, *Annotated Bibliographies, Career Education, Curriculum Guides, Instructional Materials, Resource Guides, *Technical Education, *Vocational Education

This compilation, presenting 200 resumes relevant to the field of vocational-technical (VT) education, provides educators access to in-use or under-development instructional and research materials. The resumes are arranged in ascending order according to an accession (VT) number, with each resume including the: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Curriculum development and research projects in progress are fully described in a separate section. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are provided. Instructions are given for ordering the original full text of documents or full text reproductions. (SH)

ED 129 983 CE 007 788

Career Education Mini-Conferences. Final Report.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—Jul 76

Note—190p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Administrative Policy, *Career Education, Community Relations, *Conference Reports, *Conferences, Cooperative Planning, Counseling Programs, Educational Coordination, Elementary Secondary Education, Exceptional Students, *National Programs, Parent Role, Parent School Relationship, Professional Associations, Program Development, Program Evaluation, School Community Relationship, School Industry Relationship

The 27 mini-conferences described in this report were designed to communicate career education philosophy, teaching and counseling practices, evaluation methods, and program activities and results to school practitioners. Focus was on the scope and sequence of career education with the aim of improving the capacities of educators in specifying, comparing, and evaluating the problematic strategies involved in making career education productive. An overview describes each of the 12 conferences in Phase I (for practitioners); extensive content notes from each conference are also included. (The first four focused on the teaching-/learning process at four different grade levels. Participants were kindergarten through grade twelve teachers actively involved in career education. The remaining eight Phase I conferences were each concerned with some aspect of evaluation, counseling, community relations, and special populations). The section on Phase 2 summarizes the outcomes of mini-conferences held to determine the status of career education across the nation as viewed by state department of education personnel. The section on the ten Phase 3 conferences lists participants for each conference with no notes or proceedings. Outcomes of the last conference, in which participants representing national business and community organizations discussed ways in which their organizations could participate more effectively in career education, are described in more detail. A complete directory of participants is included. (TA)

ED 129 984 CE 007 882

Kempton, Robert F.

Teaching Guide for Business Machine Repair Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-242

Pub Date—76

Contract—PCB-A6-012

Note—137p.; For related documents, see CE 007 883-886

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Curriculum Development, Learning Activities, *Machine Repairmen, *Occupational Information, *Office Machines, *Performance Based Education, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Vocational Education

This teaching guide for business machine repair occupations is one of a series of five performance- and employer-based secondary level vocational education guides. Part 1 provides tools, resources, and a process to be used at the local level to develop a training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of job tasks and related learning objectives; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources and references. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles") which provides an explanation of the knowledge, aptitude, and interest levels associated with worker trait groups; descriptions of related jobs; and job titles associated with the worker trait groups identified for the entry-level worker. (NJ)

ED 129 985 CE 007 883

Kempton, Robert F.

Teaching Guide for Building Maintenance Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-243

Pub Date—76

Contract—PCB-A6-012

Note—138p.; For related documents see CE 007 882-886

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Building Operation, Curriculum Development, Learning Activities, *Maintenance, *Occupational Information, *Performance Based Education, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Vocational Education

This teaching guide for building maintenance is one of a series of five performance- and employer-based secondary level vocational education guides. Part 1 provides tools, resources, and a process to be used at the local level to develop a training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of maintenance job tasks and related learning objectives; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources and references. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities in the training program; a description of the general aptitude test battery; a composite profile of the entry- level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles") which provides an explanation of the knowledge, aptitude, and interest levels associated with worker trait groups; descriptions of related jobs; and job titles associated with the principal worker trait group identified for the entry-level worker. (NJ)

ED 129 986 CE 007 884

Kempton, Robert F.

Teaching Guide for Social Service Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-244

Pub Date—76

Contract—PCB-A6-012

Note—130p.; For related documents see CE 007 882-886

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Curriculum Development, Learning Activities, *Occupational Information, *Paraprofessional Personnel, *Performance Based Education, Secondary Education, *Social Services, *Task Analysis, Teaching Guides, Vocational Education

This teaching guide for social service occupations is one of a series of five performance and employer-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a social service occupations training curriculum and supporting instructional activities. It includes a comprehensive overview of the career field; a performance-based listing of social service job tasks; a description of the attitudes and values inherent to social service; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; a listing of instructional resources, references, and activities to be used when developing learning activity packages. Part 2 offers the guidance counselor social service career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities in the training program; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles organized by the four major worker trait groups associated with social work. (NJ)

ED 129 987 CE 007 885

Kempton, Robert F.

Teaching Guide for Fire Cadet Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-246

Pub Date—76

Contract—PCB-A6-012

Note—149p.; For related documents see CE 007 882-886

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Curriculum Development, *Fire Fighters, Fire Science Education, Learning Activities, *Occupational Information, *Performance Based Education, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Vocational Education

This is one of five performance-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a firefighter cadet training curriculum. It includes a comprehensive overview of the career field; a performance-based listing of firefighting job tasks; a description of the attitudes and values inherent in firefighting; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of the instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles associated with the principal worker trait group identified for the entry-level worker. (NJ)

ED 129 988 CE 007 886

Kempton, Robert F.

Teaching Guide for Still Photographic Technician Aide Occupations.

National Evaluation Systems, Inc., Amherst, Mass.

Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.

Report No.—VT-103-245

Pub Date—76

Contract—PCB-A6-012

Note—135p.; For related documents, see CE 007 882-885

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Curriculum Development, *Laboratory Technology, Learning Activities, *Occupational Information, *Performance Based Education, *Photography, Secondary Education, Skilled Occupations, *Task Analysis, Teaching Guides, Technical Occupations, Vocational Education

Identifiers—*Photographic Technician Aides

This teaching guide for still photographic technician aide is one of a series of five performance-based secondary level guides for vocational education. Part 1 provides tools, resources, and a process to be used at the local level to develop a still photographic technician aide training curriculum. It includes a comprehensive overview of the career field; a performance-based listing of job tasks and related learning objectives at the entry level; a method for developing learning activity packages; two sample learning activity packages; descriptions of eight commonly used teaching methods; and a listing of instructional resources. Part 2 offers the guidance counselor career information and recommends steps to determine criteria for student selection and placement in the training program. It includes a theoretical framework for guidance activities; a description of the general aptitude test battery; a composite profile of the entry-level worker; a listing of instructional units of a widely used remediation program; the Worker Trait Codification System (from the "Dictionary of Occupational Titles"); descriptions of related jobs; and job titles associated with the principal worker trait group identified for the entry-level worker. (NJ)

ED 129 989 CE 007 888

Perales, Aurora, Ed. And Others

Community Health Worker. Program Manual.

West Valley Coll., Saratoga, Calif.

Pub Date—May 74

Note—176p.; For a related document see CE 007 887

Available from—Viking Book Store, West Valley College, 14000 Fruitvale Ave., Saratoga, California 95070 ($5.00 plus $0.44 shipping)

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Community Agencies (Public), Community Health, *Community Health Services, Cooperative Programs, Core Curriculum, Course Content, Course Descriptions, Curriculum, *Curriculum Development, *Health Occupations Education, *Health Personnel, Health Services, *Human Services, Job Skills, Program Administration, Program Development, *Service Workers, Skill Development

Identifiers—California, *Community Health Worker Project

Prepared to provide specific and detailed information that can be utilized by persons involved in setting up and/or already involved in the process of providing training for community health workers, the guide is divided into seven sections: (1) Philosophy and Description of Community Health Worker Role; (2) A Community Health Worker Looks at the Role; (3) Community Health Worker Behavioral Objectives; (4) Planning and Implementing Training Programs (Community Development, Curriculum, Development, Working with an Educational Institution, and Working with a California Community College); (5) Human Services Core Curriculum (includes three course outlines: Communication for the Human Services, Community Agencies and Resources, and Human Growth and Development); (6) Health Skills Classes (teaching approaches, course outlines, and example assignments for six courses: Health Concepts, Community Family Health, Community Health Clinic Skills, Childbearing and Child Spacing, Child Health, and First Aid); and (7) Supervision of Community Health Workers. Appended are materials collected in compiling the manual (program descriptions, career ladder and salary scales, job descriptions, workshop materials; texts and references, etc.). (WL)

ED 129 990 CE 007 909

Williams, Ervin

Participative Management: Concepts, Theory and Implementation.

Pub Date—1 Sep 76

Note—292p.

Available from—Publishing Services Division, School of Business Administration, Georgia State University, University Plaza, Atlanta, Georgia 30303 ($9.95)

Document Not Available from EDRS.

Descriptors—Administrative Principles, Behavior Theories, Coordination, Decision Making, Employee Attitudes, Employee Responsibility, *Employees, Employer Attitudes, *Employer Employee Relationship, Group Norms, Human Relations, Human Resources, Interpersonal Relationship, Job Satisfaction, Leader Participation, *Leadership Styles, *Management, Management by Objectives, Management Development, Organizational Development, Organizational Effectiveness, *Participation, Performance Factors, *Personnel Management, Program Evaluation, Research, Role Perception, Standards

Identifiers—Participative Management

This book brings together in one source, basic participative management theory, a broad range of research on the subject, and a number of methods and techniques to assist the practitioner in implementing participative management. Three sections included are (1) Concepts and Theory, (2) Research Studies, and (3) Practice and Implementation.

Focus is on examining the assumption that behavior exhibited by the participative manager will yield high productivity and increased worker satisfaction, and on determining to what extent and under what conditions this is true. Featured in the book are 19 selected working papers which analyze the development and use of participative management techniques in various types of organizations. (TA)

ED 129 991 CE 007 933

A Media Technology Curriculum.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-103-010

Pub Date—May 76

Note—285p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103–Kilmer Campus, Rutgers University, New Brunswick, N. J. 08903 ($4.00 plus postage)

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Curriculum, *Curriculum Guides, Instructional Programs, *Instructional Technology, Interdisciplinary Approach, *Learning Activities, Lesson Plans, *Media Technology, Performance Based Education, Post Secondary Education, *Teaching Guides

This curriculum guide is designed to train students who will assist in planning, designing, producing, and using media and multimedia materials. It offers a 2-year, competency-based, post-secondary program of studies in media technology, and uses an interdisciplinary approach drawn from the broad areas of art, business management, drafting, library science, photography, printing, television, and typing. Two levels of attainment are provided: The media equipment technician level, reached after completion of the first year, and the multimedia technician level, reached upon completion of the total program. The units of study (drawn from significant features of each discipline above) are organized into 10 components. First year components are media equipment, drafting, and circulation; second year components include commercial art, typing, planning and presentation, and management. Units in printing and software production are offered for both years. In addition, hours are allotted each year for the 10th component–(Prescriptive), which allows for individualized studies according to student needs. Presented in each unit are the number of hours required, specific objectives, list of basic content, suggested learning activities for classroom and laboratory, and a list of equipment or supplies needed. The introductory section includes a student progress chart. (RG)

ED 129 992 CE 007 955

Bielefeld, Carole, Comp.

SI (Systeme International). A Metric Workbook for Teachers of Consumer & Homemaking Education.

Orange County Dept. of Education, Santa Ana, Calif.

Pub Date—Dec 73

Note—108p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Classroom Materials, *Consumer Education, *Homemaking Education, Home Management, Learning Activities, *Metric System, *Teaching Guides, *Transparencies

The teaching guide for providing instruction in use of the metric system contains materials geared for the daily activities of the home. Contents of the guide are organized into four parts. Part 1 is a brief description of the history of the metric system and reasons for conversion in the United States. The major portion of the guide, part 2 (learning the metric system of measurement), is a transparency presentation with narration. It consists of 72 transparency miniatures with the accompanying narration, followed by the numbered transparency masters for preparation by the instructor. Part 3 contains eight learning activities and a post-test. The topics include body measurements, volume, weighing food, garment construction, length, and temperature. The reference materials in Part 4 are (1) glossary and annotations, (2) suggested classroom activities, (3) conversion charts and other references, (4) sources of metric supplies, and (5) a bibliography. (RG)

ED 129 993 CE 007 956

Teacher-Developed Curriculum Modules from Selected Regions of Texas: Combining Basic Learner Outcomes for Career Education and Existing Curriculum in Grades 9 through 12.

Partners in Career Education, Arlington, Tex.Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-033

Pub Date—76

Note—100p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Curriculum Guides, *Fused Curriculum, *High School Curriculum, *Learning Activities, Lesson Plans, Secondary Education, State Programs, Teacher Developed Materials, *Units of Study (Subject Fields)

Identifiers—Texas

Generated in teacher workshops as part of a project in the development of a career education learning system by the school districts of the Fort Worth-Dallas area, each of these 22 learning modules describes student activities based on a small segment of existing high school curriculum and on one of nine career education learner outcomes. The modules are arranged according to grade level in the following subject categories: Grade 9 (Typing, Physical Education, English, Home Economics–Child Development, Mathematics, Music); Grade 10 (General Drafting, English, General Metalworking, Physical Education, Music–Orchestra, Drama); Grade 11 (Homemaking–Consumer Education, Physical Education, World History, American History); Grade 12 (Trigonometry, English, American Government, Office Procedures, Art, Vocational Agriculture). Each module contains the subject, career education learner outcome, performance objective, grade level, curriculum content, activities, resources/ suggestions, and evaluation. The nine career education learner outcomes (one of which is correlated with each module) are: (1) career planning and decision making, (2) career and occupational information, (3) job acquisition and retention, (4) attitudes and appreciation for career success, (5) skills in human relationships for careers, (6) self-investigation and evaluation for career success, (7) personal/work-/societal responsibilities, (8) economic factors influencing career opportunity, and (9) education/career opportunity relationships. (TA)

ED 129 994 CE 007 961

Ritch, Roger W.

Guidance Workshop Manual. Career Information Centers.

Project CAREER, Randolph, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Report No.—VT-103-038

Pub Date—Jan 75

Note—30p.; For related documents, see CE 007 962 and CE 008 668-669

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Career Education, Guidelines, Guides, *Information Centers, *Library Technical Processes, Manuals, Occupational Information, *Program Development, *Program Planning, *Resource Centers, Resource Materials, Secondary Education

Identifiers—Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual was developed to provide a resource to educators interested in establishing a center to house informative job and career materials for students. Information presented includes functions of the career resource center, minimum physical and personnel requirements, basic information materials, suggested activities, and procedures for acquiring, classifying, storing, and retrieving the materials. All purely occupational materials are classified according to the "Dictionary of Occupational Titles" (DOT) coding system. Sample catalog cards and letters requesting materials are appended. (TA)

ED 129 995 CE 007 962

Christiano, Thomas

Instructions for the Development of Career Preparation Analysis Charts (Careerograms).

Project CAREER, Randolph, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—Jan 75

Note—13p.; Not available in hard copy due to marginal reproducibility of original document. For related documents, see CE 007 961 and CE 008 668-669

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Career Education, *Career Planning, Charts, Guides, Manuals, *Material Development, *Occupational Information, Post Secondary Education, Resource Materials, Senior High Schools

Identifiers—Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual provides detailed, step-by-step instructions for preparing career preparation analysis charts called "careerograms," which are visual devices that synthesize information contained in the "Dictionary of Occupational Titles" (DOT) and the "Occupational Outlook Handbook." Stated advantages of the careerograms are: (1) The individual (counselor, student, etc.) does not have to search different volumes for information on a particular occupation; (2) they are adaptable to local geographic areas; (3) occupations can be deleted or added as needed, and (4) occupations can be clustered on a career ladder of specialty levels. A sample blank chart and excerpted material from the DOT are appended. (TA)

ED 129 996 CE 008 012

White, Thomas R.

The Development and Field Testing of an Independent Study Program in Vocational Education. A Feasibility Study.

Indiana Univ., Bloomington. School of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-089

Pub Date—Dec 75

Note—141p.

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Auto Mechanics, *Correspondence Study, Course Evaluation, Curriculum Research, *Feasibility Studies, Field Studies, *Independent Study, *Program Development, State Programs, *Vocational Education

Identifiers—Indiana, Indiana University

This project explored the feasibility of using the correspondence study concept as a means of providing vocational education. A search of the literature supplied information on the past use of independent study programs in vocational education and other areas. Factors related to the acceptance, cost, and development of independent study programs were reviewed. A model, which recognized the stages of development for a correspondence study course, was established and used to facilitate the construction of an auto-mechanics correspondence course which was field tested with 33 students, the object being to determine the effectiveness of such independent study programs. By the conclusion of the project, students had not completed a sufficient number of lessons to determine the feasibility of the particular course. However, in responding to a follow-up questionnaire, students cited two main disadvantages of the program as being: (1) The problem of acquiring tools, and (2) the lack of immediate feedback for questions and completed lessons. Other conclusions, recommendations, and a 11-page bibliography are also given. Appendices contain a list of vocational correspondence courses available from different institutions, recommended subjects for vocational correspondence study courses, and the questionnaires used in the project. (Author/RG)

ED 129 997 CE 008 030

Career Education Evaluation 1974-1975. Interim Report. Lincoln Career Education Project.

Lincoln Public Schools, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-107

Pub Date—Dec 75

Contract—OEG-9-73-5290

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—*Career Education, Cooperative Planning, *Cooperative Programs, Curriculum Development, Educational Assessment, Educational Research, Elementary Secondary Education, Fused Curriculum, Program Administration, Program Descriptions, Program Development, *Program Effectiveness, *Program Evaluation, *School Community Programs, School Districts, Statistical Analysis, Tables (Data), Vocational Development

Identifiers—Nebraska (Lincoln)

Evaluation description, data, and conclusions are presented for the second year of a 3-year career education program designed to assist the community and schools in implementing career education by providing leadership in developing a cooperatively designed plan and by providing management and support services in implementing the plan. The evaluation report is organized around three general concerns: (1) Project accomplishments in terms of stated project objectives, (2) implementation of career education activities, and (3) impact of the project on student outcomes. Conclusions presented indicate that (1) the project has achieved, or is making progress toward, most of the project objectives, (2) there was a significant increase in the number of career education activities in the schools, and (3) the project did not have a measurable impact on student outcomes. Tables included show the comparison of scores for treatment and control groups. Appended to the report are the treatment group outcome area table, summary of the evaluation design, implementation summary, career education project teacher feedback questionnaire, summary data on valuing approach to career education, revised outcome question/treatment group matrix, summary data on 1974-75 sampling plan, and summary data on student outcomes. (TA)

ED 129 998 CE 008 039

Koble, Daniel E., Jr., Comp. And Others

Issues and Answers in Vocational Education. National Leadership Development Seminar for State Directors of Vocational Education. Leadership Training Series No. 45.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Report No.—VT-103-116

Pub Date—Jan 76

Note—178p.

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Administrative Organization, *Administrative Policy, *Administrator Role, Educational Administration, Educational Research, Federal Legislation, Inservice Education, Leadership Responsibility, Local Government, *Management Development, Management Systems, National Programs, Seminars, State Government, *Vocational Directors, *Vocational Education

The 1975 national seminar was designed to provide in-service education for state vocational directors with a focus on redefining roles and responsibilities in key areas of vocational education. Three position papers for each of the following topics were presented: A Philosophy for Vocational Education, The Governance of Vocational Education at the State and Local Levels, The Role of Vocational Education in Large Cities, The Role of Research in Vocational Education, Standard Characteristics of Vocational Education Programs, and Management Information Systems for Vocational Education. Task force groups of seminar participants produced synthesized versions of the papers for each topic. In addition, progress reports with the following titles are included: Curriculum Development–The Vocational-Technical Education Consortium of the State; Career Education: Its Status Today; The Education Commission of the States Looks at Vocational Study; and Chief State Officers Look at Vocational Education. The seminar agenda and lists of program presenters and participants are appended. (Author/NJ)

ED 129 999 CE 008 042

Directory of Task Inventories. Volume 3.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-119

Pub Date—76

Note—94p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Bibliographies, *Directories, Employment Qualifications, *Indexes (Locaters), *Job Analysis, *Job Skills, Occupational Information, Occupations, *Task Analysis

Citations of 153 documents containing task inventories for 185 occupational areas/job titles are reported in this directory, which could be of use to curriculum developers, training directors, researchers, personnel officers, industrial engineers, and vocational teachers and administrators. The information was compiled from a review of documents from state educational and employment service agencies, occupational curriculum laboratories and research coordinating units, branches of the armed forces, selected private research and development (R&D) agencies, and other organizations. Task inventories resulting from research and analysis efforts of university graduate research departments, federal agencies, and industry are also reported in this volume. The citations include the following information: Accession number, title, author, publication date, number of pages, sponsoring agency, occupational area or job title, number of tasks, and availability information. The citations are indexed by job title/occupational area and by personal and corporate author. A special reference section, indexed by author, lists documents containing information on how various task, job, and task-inventory-creating analyses were and are done. (RG)

ED 130 000 CE 008 055

Koble, Daniel E., Jr., Comp. And Others

Industry-Education Innovations in Personnel Development. National Vocational Education Personnel Development Seminar (Omaha, Nebraska, October 28-31, 1975). Leadership Training Series No. 46.

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date—Dec 75

Note—213p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—*Cooperative Programs, Human Resources, Improvement Programs, Industrial Personnel, *Inservice Programs, Manpower Development, *Personnel Needs, *Professional Continuing Education, *School Industry Relationship, Seminars, *Staff Improvement, Vocational Directors, Vocational Education

The seminar was ninth in a series of national annual seminars conducted for vocational educators responsible for coordinating and conducting personnel development programs. Major objectives were to: (1) Increase knowledge of personnel development models and strategies used in business and industry and of selected industry-education cooperative programs for personnel development, (2) identify functional guidelines for the operation of selected industry-education cooperative programs of personnel development, (3) generate potential methods for increasing involvement of business and industry in pre-service and in-service personnel development programs, (4) increase knowledge of innovative strategies for planning instruction in personnel development programs, and (5) increase information about available research and development products for use in personnel development programs. Presentations contained in the document focus on the following themes: Industry-Education and Personnel Development: The Context; Planning Instruction and Evaluating Instructional Systems; Industry-Education-Labor Cooperation; and The Development of Human Resources. Also included are summaries of seven simultaneous programs of research and development efforts in personnel development and brief reports of seven special interest groups who met to identify strategies and techniques for providing better industry-education cooperation. Appended are the seminar program and list of participants. (Author/RG)

ED 130 001 CE 008 068

Recent Initiatives in Labor-Management Cooperation.

National Center for Productivity and Quality of Working Life, Washington, D.C.

Report No.—VT-103-145

Pub Date—Feb 76

Note—92p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Administrative Personnel, Community Cooperation, Conferences, *Cooperative Programs, Employees, *Employer Employee Relationship, *Guidelines, *Industrial Relations, Program Descriptions

This report draws on a series of conferences held to develop guides for labor-management cooperation at the plant level. These included six recent initiatives conferences held in cooperation with State University Institutes of Industrial Relations and the Federal Mediation and Conciliation Service (FMCS) and a seventh sponsored by the Commission and FMCS. Brief descriptions are presented of the circumstances under which the committees were established and the manner in which they are organized, along with discussions and dialogue from various conferences. The report is designed to provide guidelines and background for solving problems. Included are reports of (1) Labor-management committees in the steel industry, (2) a total community effort in Jameston, New York, (3) FMCS assisted programs in three companies, (4) labor-management cooperation in the Tennessee Valley Authority, (5) a quality of work demonstration project at Eaton Corporation Plant, (6) operation of Scanlon plans, and (7) an experiment with miners regulating their own work activities at the Rushton Coal Mine in Pennsylvania. A final chapter discusses lessons learned from cooperators. Appended are responses from conference attendees, principals of the conferences, and a list of selected publications. (WL)

ED 130 002 CE 008 069
Career Education in Rural Arizona. Final Report. Revised.
Arizona State Dept. of Education, Phoenix. Arizona State Dept. of Vocational Education, Phoenix.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-146
Pub Date—31 Aug 75
Contract—OEG-0-73-2914
Note—112p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Career Education, Career Exploration, *Curriculum Planning, Educational Needs, Elementary Secondary Education, Pilot Projects, Program Descriptions, *Program Evaluation, *Rural Areas, Teacher Participation
Identifiers—Arizona, *Career Education in Rural Arizona

The 1-year project, Career Education in Rural Arizona (CERA), was designed to provide a broad career orientation and realistic exploratory experience for students in a rural farming area covering 1,500 to 2,000 square miles. The project used career education instructional units, available through various educational information centers, which were then modified and adapted to the rural setting. Specific objectives were to: (1) Develop a workable model and test manual for evaluating career education curriculum units in a rural setting, (2) develop pilot test procedures and instruments, for evaluating these units, (3) develop a rural career education matrix, (4) select instructional units for pilot testing, (5) implement pilot testing, and (6) evaluate the pilot testing and report results, conclusions, and recommendations. The evaluator concluded that all project objectives were achieved and that administration of the project had been outstanding. The document includes a project summary, copy of the procedural manual and model with appended materials, the instructional manual for pilot test teachers, project financial report, the CERA matrix, and the third-party evaluation report. The evaluation interview forms and testing instruments are appended. (TA)

ED 130 003 CE 008 075
Research and Development Project in Career Education. Cities of Yonkers and Syracuse, New York. Final Report. Volume I of II.
New York State Education Dept., Albany.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-152
Pub Date—11 Aug 75
Contract—OEG-0-73-2982
Note—72p.; Not available in hard copy due to marginal legibility of original document. For a related document see CE 008 076
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—*Career Awareness, *Career Education, *Curriculum Development, Demography, Demonstration Projects, Elementary Education, Fused Curriculum, *Inservice Education, Needs Assessment, Pilot Projects, Program Administration, Program Descriptions, *Program Development, Program Planning, School Personnel
Identifiers—New York (Syracuse), New York (Yonkers)

In this report, descriptions are given of two career education projects in Syracuse and Yonkers, which are designed to serve as models for their respective areas, are transportable to other districts, and emphasize guidance, counseling, and developmental activities at the elementary level. Syracuse's Life Centered Curriculum program is presented as one in which all educational experiences, curriculum, instruction, and counseling are geared to preparation for economic independence, personal fulfillment, and an appreciation of the dignity of work. Activities in the Yonkers program are designed to: (1) Demonstrate the most effective methods and techniques in career education to meet the total student population needs, (2) demonstrate the most effective methods and techniques for retraining teachers, counselors, and administrators to infuse a total career education program, and (3) communicate career education philosophy and methods to career education practitioners. The report is divided into two sections–Summary of the Report and Body of the Report. Both sections give (in brief and extensive form, respectively) the following information for both projects: (1) Goals and objectives, (2) description of the general project design and procedures, (3) results and accomplishments, (4) evaluation, and (5) conclusions, implications, and recommendations for the future. A bibliography is appended. (SH)

ED 130 004 CE 008 076
Research and Development Project in Career Education. Cities of Yonkers and Syracuse, New York. Final Report. Volume II of II.
New York State Education Dept., Albany.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—VT-103-153
Pub Date—11 Aug 75
Contract—OEG-0-73-2982
Note—288p.; Appendixes E and F (containing lists of instructional materials developed from the two projects) will not reproduce well due to faint type; For a related document see CE 008 075
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Curriculum Development, Educational Assessment, Educational Objectives, Elementary Education, Pilot Projects, Program Descriptions, *Program Evaluation
Identifiers—New York (Syracuse), New York (Yonkers)

Appendixes to the final report on the Yonkers and Syracuse, New York, career education projects are contained in this volume. Third party evaluation reports (Appendix D) comprise the entire document with the exception of six pages (containing Appendixes A, B, C, E, and F which provide brief information concerning related career education programs and lists of instructional materials developed by the two projects. The first two sections of Appendix D cover evaluation reports (for 1974 and 1975) for the Syracuse project, conducted by Educational Services, Inc. The 1974 report focused on students' acceptance of the program activities, and teachers' and staff perceptions, attitudes, and abilities to administer the new curriculum units. The 1975 report was concerned with product and process objectives. Evaluators concluded that the project had achieved all major goals, and that career education had become an integral part of the curriculum offering of the school district. The Yonkers evaluation report, conducted by Policy Studies in Education (PSE), focused on project staff activities. Instruments were developed for surveying teacher attitudes toward career education, measuring the impact of in-service workshops, assessing teacher involvement with career education, and measuring the impact of the program on student performance. The evaluators concluded that a good start had been made and that the district should continue this effort. Survey instruments used by PSE are included throughout the report. (TA)

ED 130 005 CE 008 102
Lecht, Leonard A. And Others
Changes in Occupational Characteristics in the Next Decade: Their Implications for Planning in Vocational Education.
Conference Board, Inc., New York, N.Y.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Pub Date—Apr 76
Contract—OEG-0-74-1678
Note—234p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Educational Planning, *Employment Opportunities, *Employment Projections, Employment Statistics, Employment Trends, Enrollment, Females, Manpower Needs, *Minority Groups, National Surveys, Negro Employment, Negroes, Occupational Information, Occupational Surveys, Salaries, Student Enrollment, *Vocational Education, Working Women
Identifiers—United States

The study seeks to expand the occupational information available to educators by relating job openings data to information about the earnings of persons employed in different occupations, their educational attainment, and the opportunities individual fields are expected to offer for women and nonwhites. The data refer to 123 occupations including those related to all the major federally-supported vocational programs. The report presents historical data and projections to 1980 and 1985 which are consistent with the U. S. Department of Labor's economic growth model. The data base includes published and unpublished decennial census data, current population survey reports, and Office of Education and other enrollment data. The research indicates that the vocational enrollments tend to be concentrated in programs related to occupations with median earnings below those of the overall labor force. The occupational distribution for women is projected to change slowly in the next decade with somewhat greater shifts for nonwhites. The major changes in educational attainment are expected to take place in the less skilled occupations. Vocational enrollments have become more labor market oriented. However, there is a high ratio of enrollments to anticipated job openings in the agricultural fields, and a low ratio in the health and distribution fields. Appendixes (121 pages) contain the national projections, replicability of the national projections for the states of Kentucky and New Jersey, and the statistical tables. (Author/RG)

ED 130 006 CE 008 108
A Cooperative Education Program Model for Chadron State College, Chadron, Nebraska.
Chadron State Coll., Nebr.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—VT-103-185
Pub Date—Jan 76
Contract—OEG-0-74-1665
Note—33p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—College Programs, *Cooperative Education, *Cooperative Programs, Junior Colleges, *Models, *Program Design, Work Experience Programs
Identifiers—Chadron State College, Nebraska

This report describes the model of a college cooperative education program developed by Chadron State College, Chadron, Nebraska. The model provides information for students, faculty members, college administrators, and cooperating employers. The sections of the report present the policies, goals, and objectives of the program; the framework of the model; the calendar for student study and work periods; student enrollment in cooperative education; employer relations and job development; the placement process; faculty, student, and administrator responsibilities; college crediting; and a summary of procedural steps. Appendixes include an application for admission to the program, a personal data release form, personal data sheet, job description, training agreement, visitation report, student evaluation form, and position appraisal form. (NJ)

ED 130 007 CE 008 110
Research and Development Projects in Career Education. Final Report.
Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington,

D.C.
Report No.—VT-103-187
Pub Date—1 Aug 73
Contract—OEG-0-72-0728
Note—324p.; Several pages will not reproduce well due to faint, broken type
EDRS Price MF-$0.83 HC-$16.73 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Opportunities, Comparative Analysis, Developmental Programs, Elementary Secondary Education, Evaluation Methods, *Occupational Guidance, *Program Evaluation, Research Projects, School Districts, Staff Utilization
Identifiers—Texas (Fort Worth), Texas (Harlandale), Texas (Houston)

Career education projects in the Texas school districts of Fort Worth, Harlandale, and Houston, conducted from January 4, 1972 through July 3, 1973 are summarized in this document. Project similarities and differences in the three districts are presented at the elementary, middle, and high school levels, with career guidance emphasized in all projects, and job placement components developed for the high school level. Reported results indicate an overall acceptance of career education and general agreement that the programs had expanded student awareness of career opportunities. It is noted that questionnaires used in the projects show a need for improved communication, for expanded in-service training, and for more systematic evaluative procedures. Lists of major materials developed in each district are appended to the report. Evaluations of the projects by the Center for Human Resources of the University of Houston comprise two-thirds of the document. Data and summary comments are presented for each district. Evaluation activities, which included visits to each participating school and interviews with administrators, counselors, and teachers, are reported. Interview forms and responses are appended to the evaluation report. (TA)

ED 130 008 **CE 008 124**
Peterson, Marla And Others
Career Education Guide: (K-2).
Eastern Illinois Univ., Charleston. Center for Educational Studies.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—75
Contract—OEC-0-72-4626
Note—699p.; For related documents see CE 008 124-126
EDRS Price MF-$1.33 HC-$36.83 Plus Postage.
Descriptors—*Career Education, Curriculum, Curriculum Guides, Elementary School Mathematics, Elementary School Science, *Fused Curriculum, Grade 1, Grade 2, Kindergarten, Language Arts, *Lesson Plans, Occupational Information, Occupations, Primary Education, Social Studies, Teaching Guides, *Units of Study (Subject Fields), *Vocational Development

One of a series of three K-6 guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the K-2 levels (Readiness, First Experience Level, and Second Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts), and the Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

ED 130 009 **CE 008 125**
Peterson, Marla And Others
Career Education Guide: (3-4).
Eastern Illinois Univ., Charleston. Center for Educational Studies.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—75
Contract—OEC-0-72-4626
Note—523p.; For related documents see CE 008 124-126
EDRS Price MF-$1.00 HC-$27.45 Plus Postage.
Descriptors—*Career Education, Curriculum, Curriculum Guides, Elementary Education, Elementary School Mathematics, Elementary School Science, *Fused Curriculum, Grade 3, Grade 4, Language Arts, *Lesson Plans, Occupational Information, Occupations, Social Studies, Teaching Guides, *Units of Study (Subject Fields), *Vocational Development

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 3-4 levels (Third Experience Level and Fourth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, references to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topic, or career development area. (JT)

ED 130 010 **CE 008 126**
Peterson, Marla And Others
Career Education Guide: (5-6).
Eastern Illinois Univ., Charleston. Center for Educational Studies.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.
Pub Date—75
Contract—OEC-0-72-4626
Note—441p.; For related documents see CE 008 124-126
EDRS Price MF-$0.83 HC-$23.43 Plus Postage.
Descriptors—Career Education, Curriculum, Curriculum Guides, Elementary Education, Elementary School Mathematics, Elementary School Science, *Fused Curriculum, Grade 5, Grade 6, Intermediate Grades, Language Arts, *Lesson Plans, Occupational Information, Occupations, Social Studies, Teaching Guides, *Units of Study (Subject Fields), *Vocational Development

One of a series of guides developed under the K-6 Teacher and Counselor Competencies in Career Education Program, this guide contains a section for each of the Grades 5-6 levels (Fifth Experience Level and Sixth Experience Level), each encompassing the two career education components: Subject Matter Areas (to reinforce science, language arts, math, and social studies concepts) and Career Development Areas (with both developmental and interacting dimensions). Each experience level section contains eight infusion strategies (teaching units which fuse career development and subject matter concepts) based on the career developmental dimensions: Coping behaviors (two strategies), decision making (two strategies), lifestyle (one strategy), and self development (three strategies). (Separate teaching units are not included for the interacting dimensions; they are integrated into the suggested activities for the developmental dimensions). Each infusion strategy contains career development concepts, teacher goals, vocabulary, performance objectives, listings of subject matter concepts used, preplanning suggestions, student activities, student pages, reference to related materials, and job descriptions of the occupations presented. Cross indexing is provided so that infusion strategies may be located by occupational theme, subject matter topics, or career development area. (JT)

ED 130 011 **CE 008 130**
Danchenko, A. M., Ed. Vydrin, I. F., Ed.
Military Pedagogy. A Soviet View. Soviet Military Thought Series.
Air Force, Washington, D.C.
Pub Date—73
Note—373p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. (Stock Number 0870-00352, $3.35)
EDRS Price MF-$0.83 HC-$19.41 Plus Postage.
Descriptors—Armed Forces, Educational Methods, *Educational Problems, *Foreign Policy, Military Personnel, Military Science, *Military Training, *Political Influences, Political Power, *Teaching, *Teaching Methods
Identifiers—Communist Party of the Soviet Union, *USSR

A constant theme running throughout this book is that the principles of Soviet military instruction are fundamentally different from the principles of training in western military establishments. The overriding concern of this theme is that purposefulness and the Communist Party approach are the essence of the entire Soviet educational process. Prepared in accordance with the program of the military pedagogy course of higher military political schools, the book covers the pedagogic foundations and principles of combat and political training and the essence, principles, forms, and methods of the instruction and education of Soviet soldiers. Topics discussed could also be of use in non-Soviet military educational institutions. (SH)

ED 130 012 **CE 008 135**
Spangenberg, Ronald W. Smith, Edgar A.
Handbook for the Design and Implementation of Air Force Learning Center Programs.
Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.
Pub Date—Dec 75
Note—111p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Educational Specifications, Guidelines, *Instructional Design, *Instructional Materials, *Instructional Materials Centers, Media Selection, Multimedia Instruction, *Program Design, *Program Development
Identifiers—*Air Force

This report provides guidance in designing and implementing a performance-oriented learning center program, an approach to training which emphasizes the application of instructional technology in helping the individual or individual team to learn more effectively. Although intended for training personnel and instructional technologists in an Air Force training program, this report could be applicable to anyone interested in developing a learning center. Sections are entitled Orientation, Establishing a Learning Center, Courseware Preparation, Media Courseware Production, Hardware, Learning Environment and Carrel Design, Physical Plant, and Quality Assurance. Recommendations and working conclusions, based on the current state-of-the-art (as of spring, 1974), are presented in a simple how-to-do-it manner. Many additional resources are cited for those who desire to explore various aspects of instructional technology, as applied to learning center programs. The two appendixes provide information on learning centers for flying training activities (four pages) and on selecting equipment for school media programs (18 pages). Explanatory illustrations (44) and tables (10) are provided throughout the report. (SH)

ED 130 013 CE 008 138

Hendrix, William H.

Contingency Approaches to Leadership: A Review and Synthesis. Interim Report for Preiod 1 September 1974-1 June 1975.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-17

Pub Date—Jun 76

Note—42p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrator Role, Cognitive Processes, *Decision Making Skills, *Leadership, *Leadership Qualities, Literature Reviews, *Management, *Models, Organizational Development

This report focuses on the problem of how to improve leadership effectiveness in order to improve overall organization effectiveness. First, three different approaches to leadership behavior are presented: Trait Approach, Behavioral Approach, and Situational Approach. Next, reviews of the leadership literature and of eight contingency models of leadership are presented. Finally, the three-component Leadership Effectiveness Model, developed on the basis of the eight models and the literature review, is described and critiqued. The Model considers leadership effectiveness to be a function of the criterion selected, the leadership style employed, and the situational environment(s), which includes the leader's subordinates, peers, and other personnel in the environment. The basis for selecting these three components was that they were found to be common across most of the leadership literature reviewed, and at the same time they provide a useful descriptive framework for depicting leadership as a decision-making process. It is concluded that leadership can best be depicted as a decision-making process which involves the leader, the followers, the situation, and the criterion of effectiveness. (TA)

ED 130 014 CE 008 140

Gould, R. Bruce

Longitudinal Inferences of Job Attitude and Tenure Relationships from Cross-Sectional Data. Interim Report for Period 1 October 1974-31 March 1976.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational and Manpower Research Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-76-46

Pub Date—Jul 76

Note—27p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Career Choice, *Career Ladders, *Career Planning, Comparative Analysis, Cross Sectional Studies, *Job Development, Job Enrichment, *Job Satisfaction, *Job Tenure, *Longitudinal Studies, Mathematical Models, Personnel Data, Predictor Variables, Professional Occupations, Skilled Occupations, *Work Attitudes

Identifiers—Air Force

One objective of the research was to identify career ladders with the greatest potential for improving retention. This study revealed that a regression model, which takes into account airmen career status and months of service while holding constant aptitude differences, can be used to display cross-sectional attitude data in a longitudinal fashion. From the displayed regression profiles, it is feasible to infer career-ladder relationships between job attitudes and tenure or career decisions. A characteristic increase in job attitude immediately after the reenlistment decision point in cross-sectional data reflects a "residualization process" whereby those dissatisfied with their jobs tend to leave the Air Force while more satisfied airmen remain. The increase reflects the impact of job attitude on career decisions and is not due to alternative "dissonance theory" or changes in intrinsic motivation explanations. The cross-sectional profiles provide a means of identifying specialties with the greatest potential for job reengineering where the goal is to positively improve retention through providing progressively more satisfying jobs. (TA)

ED 130 015 CE 008 142

Woal, S. Theodore

Occupational Stereotyping. The Mandate-Condition-Need.

Pub Date—May 76

Note—13p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Bias, *Career Education, Court Litigation, Educational Accountability, *Educational Change, *Educational Needs, Equal Opportunities (Jobs), Instructional Materials, Literature Reviews, Occupational Choice, Occupational Information, Research Reviews (Publications), Sex Role, *Sex Stereotypes

A review of the present situation of occupational stereotyping introducing this document suggests that the legal mandate and implementation on the federal, state, and local levels apparently have not been followed by establishments serving the educational field, nor by educational institutions themselves. From a discussion of studies done on sex-role stereotyping in the schools, the suggestion is made that the occupational information to which young people are exposed is biased and that a traditional stereotypical approach to career awareness exists in schools. Furthermore, a review of the literature reveals that stereotyping of occupations along sex lines starts at an early age, first in the home, and later as children come into contact with workers in the school, community, and media. It is concluded that the need to broaden the occupational knowledge of both teachers and students is crucial if the elements of career guidance are to pervade the school curricula and if the present movement for sex equality on both job attainment and job equality is to become a reality. (TA)

ED 130 016 CE 008 145

A Bill to Provide a Special Program for Financial Assistance to Opportunities Industrialization Centers in Order to Provide New Skills Training Opportunities, and to Other National Community Based Organizations to Provide Comprehensive Employment Services to Create One Million New Training and Job Opportunities.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Report No.—HR-15066

Pub Date—76

Note—17p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Community Organizations, *Educational Legislation, Educational Programs, Employment Opportunities, *Employment Services, *Federal Legislation, Federal Programs, *Industrial Training, *Job Training, National Programs, *Program Development, Skill Centers

Identifiers—Opportunities Industrialization Centers

Topic headings in the bill are declaration of policy and purpose, program authorization, contract provisions, special conditions, definitions, and authorization of appropriations. (WL)

ED 130 018 CE 008 154

Wool, Harold

The Labor Supply for Lower Level Occupations. R&D Monograph 42.

National Planning Association, Washington, D.C.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Note—116p.; Table 10 (Reduced Form Wage Equation Elasticities...), will not reproduce well due to small type

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 029-000-00266-5, $1.85)

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—*Employment Projections, *Employment Trends, History, *Labor Force, Labor Market, *Labor Supply, *Manpower Needs, Occupational Surveys, Socioeconomic Influences, *Unskilled Occupations, Wages

This monograph systematically explores the implications of changes in the composition of the labor force and of related socioeconomic trends for the availability of workers in lower level occupations (mainly less skilled and/or lower wage blue-collar and service jobs), and assesses the forms of labor market adjustment to be expected, in the event that the projected demands for workers in these occupations exceed the expected supply. After a brief introduction (Chapter l), findings are summarized as follows: Chapter 2 describes the criteria used to identify "lower level" occupations for this study; Chapter 3 provides a broad historical perspective on past sources of workers for these occupations; the occupational and labor supply trends in the 1960-70 decade are described in more detail in Chapter 4; Chapter 5 analyzes the relationship between labor supply factors and relative wages in lower level occupations, based on recent experience; Chapter 6 gives the implications of projected changes in the size and composition of the labor force to 1985 for availability of workers in these occupations; Chapter 7 examines recent employment trends in four selected lower level occupations on a "case study" basis, to provide more insight as to the factors which may influence future adjustments to changes in worker availability for those and similar jobs; some of the manpower policy implications of the study are discussed in Chapter 7; and Chapter 8 presents an assessed outlook for lower level employment and includes the National Planning Association's (NPA) policy recommendations. (WL)

ED 130 021 CE 008 158

Guiding Principles for Responsible Packaging & Labeling. Report of the Sub-Council on Packaging and Labeling of the National Business Council for Consumer Affairs.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Jun 72

Note—10p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 02402 ($0.55)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Policy, *Business Responsibility, *Consumer Protection, Government Role, *Guidelines, *Merchandise Information

An Advisory Committee reports the results of their efforts in identifying and anticipating consumer problems with packaging and labeling practices and in formulating voluntary action programs in this area. Listed are 13 principles that businesses should provide and/or consider in packaging and labeling consumer products. A bibliography of source materials is included. (SH)

ED 130 022 CE 008 160

Guidelines on Advertising Substantiation. Report of the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Sep 72

Note—18p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0300-00365, $0.40)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Policy, *Business Responsibility, Consumer Protection, Government Role, *Guidelines, *Merchandise Information, *Publicize

These guidelines are intended broadly to promote ultimate consumer satisfaction with performance of products as related to consumers' understanding of claims made for those products. Although the guidelines should be of interest to all concerned with the subject of claims documentation, they were developed particularly for advertisers in the development of individual corporate principles and procedures relating to claims documentation. Topics covered are: (1) The Importance of Advertising, (2) The Role of Government in Advertising, (3) The Responsibility of Advertisers: Thirteen Guidelines, (4) Review and Substantiation Procedures within a Company, and (5) Implementation of Guidelines. The appendix provides illustrative samples of advertising policies from two packaged food manufacturers, an advertising agency, an automobile manufacturer, a laundry and personal product manufacturer, a major television network, and an industry association. (SH)

ED 130 023 CE 008 161

Corporate Policies and Procedures on Advertising & Promotion. Report of the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Sep 72

Note—66p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock Number 5274-00003, $1.25)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Administrative Personnel, *Administrative Policy, *Business Responsibility, Concept Formation, *Consumer Protection, Government Role, Management, *Merchandising, Organizational Development, *Publicize

This report is the result of efforts to encourage thoughtful individual corporate action in maintaining up-to-date internal policies and procedures relating to the functions of advertising and promotion. Information for the report was gathered by sending letters to the chief executives of major national advertisers requesting a personal review of their companies' procedures and policies. Major headings are The Council, the Project, and the Reasons for the Report; Some Definitions, Changing Boundaries, and Recognition of Roles; Identification of Policy and Procedures, Suggestions for Implementation, and Awareness of Values; Summary of the Response, Replies to Specific Questions, and Comments Volunteered, and In Summary, the Need for Individual Initiative and Continuing Review. Final recommendations relating to developing and implementing corporate advertising and promotion policies and procedures are fully explained in the body of the report and are stated briefly in the summary section. The appendixes include letters to national advertisers from the Secretary of Commerce and the sub-council (Appendix A) and some specific examples of policies and procedures (Appendix B). (SH)

ED 130 024 CE 008 162

What Does Advertising Do for the Consumer? Resource Paper Prepared by the Sub-Council on Advertising and Promotion of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Nov 72

Note—18p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C .20402 ($0.35)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Business Responsibility, *Consumer Protection, Economics, *Merchandising, *Publicize, Research, Socioeconomic Influences

The report gives a picture, drawn from consumer research, of how the consumer perceives and uses advertising and establishes that the service advertising performs is at least comparable in value to the service it performs for manufacturers. Two major headings are included: (1) Advertising and the Consumer clarifies the terms, "advertising" and "consumers" and notes how advertising and the major social and economic changes over the past 10 years have affected the consumer, especially the housewife; and (2) The Social Criticisms of Advertising lists and explains the criticisms and benefits of advertising. A suggested reading list is included. (SH)

ED 130 025 CE 008 163

Responsive Approaches to Consumer Complaints and Remedies. Report of the Sub-Council on Complaints and Remedies of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Oct 72

Note—21p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.70)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Business, *Business Responsibility, *Conflict Resolution, *Consumer Economics, *Consumer Protection, Purchasing

The report urges that every seller review, and where necessary modernize, his internal complaint-handling procedures and his methods for resolving disputes in the light of the following recommendations: (1) The handling of consumer complaints should be swift, personalized, courteous, and as effectively managed as any other function of prime importance to the company, including increased personnel training in the handling of consumer communications, complaints follow-up, and appropriate involvement by senior management; (2) the money-back policy should be fully explored by companies not now offering it, and should be adopted wherever feasible as a means to resolve directly disputes with consumers; and (3) where refunds are not a practical course of action, the feasibility of third party complaint settlement procedures such as mediation and arbitration should be considered by sellers as an alternative form of redress. In addition to expanding on these recommendations, the report includes two case studies designed to illustrate the every-day application of these suggested approaches to consumer redress. (WL)

ED 130 026 CE 008 164

Product Performance and Servicing: An Examination of Consumer Problems and Business Responses. Report of the Sub-Council on Performance and Service of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Sep 73

Note—58p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00010,$1.15)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Business, *Business Responsibility, *Consumer Economics, *Consumer Protection, *Electrical Appliances, Motor Vehicles, Producer Services, Services

This report discusses consumer and corporate problems associated with product performance and servicing of consumer durables (such as automobiles, large and small appliances, and televisions and phonographs), and outlines action which should be taken by manufacturers, trade and professional associations, and government to assure quality and responsiveness in this area. The report is divided into four main parts: (1) Rationale of the committee report, (2) before-sale activities (design, product assurance, product assurance system elements, product engineering, product standards and design, manufacturing and quality control, and transportation), (3) during-sale activities (product informations, use, care, and service), and (4) after-sale activities (service personnel recruitment and training, job status, job qualifications, vocational education and the service industry, manufacturer service training, service personnel certification programs, estimating service fraud, licensing, code of responsible servicing practices, replacement parts availability, and complaint resolutions). The 18 recommendations, and the code of responsible servicing practices are included. (WL)

ED 130 027 CE 008 165

Product Warranties: Business Guidelines to Meet Consumer Needs. Report of the Sub-Council on Warranties and Guarantees of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.

Spons Agency—Department of Commerce, Washington, D.C.

Pub Date—Dec 72

Note—34p.; For related documents see CE 008 158, 008 160-166, and 008 168-169

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00007, $0.75)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Business, *Business Responsibility, *Consumer Economics, *Consumer Protection, Producer Services, Services

Identifiers—*Warranties

In this report prepared to assist the business community in undertaking its responsibility to reexamine warranty policies and practices in the light of consumer expectations, it is recommended that the following policies and practices be adopted by businesses and trade associations: (1) Product warranties should be effective for a period sufficient to allow latent defects to surface, (2) product warranties should be transferable to subsequent owners during period of coverage, (3) manufacturers should provide clear, complete, and simple product and warranty literature for sales personnel and consumers' use, (4) written warranties should be expressed clearly and simply, (5) trade associations should establish and coordinate industry-wide programs of warranty simplification and clarity, (6) warrantors should systematically and periodically review warranty service policies and programs to eliminate unnecessary constraints inhibiting good service. Similarly, positive incentives should be adopted to encourage effective warranty service, (7) warrantors should regularly review warranty policies on compensation to servicing agencies to insure that they adequately cover all reasonable expenses, (8) warrantors should establish direct working relationships with consumer protection agencies and assist these agencies in resolving consumer problems, and (9) warrantors should encourage and support autonomous industry-wide consumer complaint review panels established by trade associations. (WL)

ED 130 028 **CE 008 166**

Safety in the Marketplace: A Program for the Improvement of Consumer Product Safety.

National Business Council for Consumer Affairs, Washington, D.C.
Spons Agency—Department of Commerce, Washington, D.C.
Pub Date—Apr 73
Note—98p.; For related documents see CE 008 158, 008 160-166, and 008 168-169
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-00009, $1.75)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—Accident Prevention, Business, *Business Responsibility, Consumer Education, *Consumer Protection, Federal Legislation, Government Role, *Safety, Safety Education, Standards
Identifiers—*Consumer Product Safety Act, Consumer Product Safety Commission

Prepared under the auspices of the National Business Council for Consumer Affairs by its Sub-Council on Product Safety, this report is part of a program to advise the federal government on voluntary activities by the business community which would help consumers. Contents include analysis, conclusions and recommendations relating to manufacturers, retailers, voluntary standards organizations, product testing laboratories, trade associations, and government under the topics of (1) The Manufacturer's Role, (2) Product Safety Standards, (3) The Retailer's Role; and (4) Public Safety Awareness. Particular emphasis is given to those private sector activities which relate to effective operation of the new Consumer Product Safety Commission established by the Consumer Product Safety Act enacted by the Congress late in 1972. The text of the act is provided in the appendix. The 14 recommendations presented throughout this report relate to those actions concerning product safety which ought to be considered by all parts of the economy, particularly the corporate sector. (WL)

ED 130 029 **CE 008 168**

Financing the American Consumer: A Business Report on Consumer Credit. Part I–Summary Report. Report of the Sub-Council on Credit and Related Terms of Sale of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.
Spons Agency—Department of Commerce, Washington, D.C.
Pub Date—Nov 72
Note—38p.; For related documents, see CE 008 158, 008 160-166, and 008 168-169
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 5274-0004, $0.85)
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Business, *Business Responsibility, Consumer Education, *Consumer Protection, *Credit (Finance), *Financial Services

Individuals and organizations administering consumer credit services are urged to adopt the following recommendations and the Code of Billing and Collection Practices (also included): (1) Credit grantors should support continuing educational programs at national and local levels on the nature of the consumer credit system. (2) Whenever possible, credit granting systems should avoid passing costs on to non-credit users. (3) Credit grantors should continue to use ability and willingness to repay as the principal determining factors in decisions relating to the extension of credit. (4) Consumer credit granting criteria should be the same for men and women. (5) Credit grantors should update customer credit ratings on a regular basis, or upon request. (6) Credit rating systems should not unfairly discriminate between types of income. (7) Credit grantors should support the establishment of professional credit counseling services for consumers. (8) The states should use the uniform consumer credit code as the basis for modernizing their consumer credit statutes. (9) Government agencies at all levels should avoid actions which unnecessarily erode consumer credit information systems. (10) Credit grantors should develop, support, and encourage consumer educational programs on personal money management. (11) Financial institutions should avoid financing the purchase of products or services sold by unethical merchants. (Committee reports on which these recommendations were based are presented in Part II, a related document.) (JT)

ED 130 030 **CE 008 169**

Financing the American Consumer: A Business Report on Consumer Credit. Part II–Committee Reports. Report of the Sub-Council on Credit and Related Terms of Sale of the National Business Council for Consumer Affairs.

National Business Council for Consumer Affairs, Washington, D.C.
Spons Agency—Department of Commerce, Washington, D.C.
Pub Date—Nov 72
Note—74p.; For related documents see CE 008 158, 008 160-166, and 008 168-169
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5274-00005, $0.95)
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—Business, *Business Responsibility, Consumer Economics, Consumer Education, *Consumer Protection, *Credit (Finance), *Financial Services

A companion volume to Part I–Summary Report, this volume contains the reports of four committees. Topics are: (1) The Role and Functioning of Consumer Credit (consumer credit and social policy, consumer credit and economic growth, structure of the consumer credit market, the economics of consumer credit, credit revenues, credit costs, and a model consumer credit market); (2) Credit Criteria and Availability (credit criteria, a consideration of government roles in providing credit to low income consumers, and the overextension of credit); Consumer Credit Billing Practices (communication to the customer, customer inquiries and complaints, and posting of credits); and (4) Creditors Remedies and Collection Practices (the nature of the problem, what ethical creditors can do, credit policy and collection expenses, the delinquent debtor, the collection process, debtor grievances, A Code of Ethical Credit Grantors, and limiting factors). (WL)

ED 130 031 **CE 008 171**

McEaddy, Beverly Johnson

Women Who Head Families: A Socioeconomic Analysis. Special Labor Force Report 190.

Bureau of Labor Statistics (DOL), Washington, D.C.
Pub Date—Jun 76
Note—12p.
EDRS Price MF-$0.83 HC-$1.67 Plus Postage.
Descriptors—Age, Economic Disadvantagement, Economic Research, Employment, Employment Patterns, *Employment Statistics, *Employment Trends, Family Status, Fatherless Family, Females, Heads of Households, Income, Labor Force, Occupations, One Parent Family, Race, *Socioeconomic Status, Trend Analysis, Unskilled Labor, *Working Women

This report describes the socioeconomic conditions of women who are heads of families noting that the accelerated growth of families headed by women in recent years, especially since 1970, has been of concern in part because one out of every three, as compared to one of every eighteen of the families headed by men, is living at or below what is generally defined as the poverty level. The report provides statistical data concerning the age, race, and marital status of families with women as heads of households. Included also is data on labor force participation, occupations, children, and income of female heads of households in comparison to men. Conclusions drawn from the data include these: The number of poor families headed by women is continuously rising, while that of men is steadily falling, and for several million of these women the barriers impeding the climb continue to be inadequate training and education for the current job market, and, in some cases, heavy child care responsibilities. (WL)

ED 130 032 **CE 008 179**

Lewis, Hylan And Others

Improving Employment Possibilities for Female Black Teenagers in New York City. Final Report.

Metropolitan Applied Research Center, Inc., New York, N.Y.Northside Center for Child Development, New York, N.Y.
Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.
Pub Date—May 76
Contract—42-36-73-03
Note—262p.
EDRS Price MF-$0.83 HC-$14.05 Plus Postage.
Descriptors—Age, Career Choice, Economic Research, Employment, *Employment Potential, Expectation, *Females, Manpower Development, Motivation, Negro Attitudes, *Negroes, Orientation, *Peer Counseling, Peer Groups, Peer Relationship, Race, Sex (Characteristics), Teenagers, Unemployed, Unemployment, Vocational Counseling, *Work Attitudes
Identifiers—New York (New York)

A project tested the effect of sponsored peer group interaction and supports on the job behavior and orientation to work of young black women in New York City. Peer group aides and staff of the Careers Project at Northside Center for Child Development worked with a control group to facilitate preparation for employment. Analysis shows that practically every member of the experimental control group held a job at some point during the program as compared with slightly more than one-third of the control group. Whether the young women were in school or out of school, and had looked for a job or had not looked for a job made differences in their view of job possibilities and of education. The peer group mechanism seemed effective in dealing with some aspects of the interplay among race, sex, and age in work behavior and expectations. (Author/WL)

ED 130 034 **CE 008 208**

Hoyt, Kenneth B.

K-12 Classroom Teachers and Career Education: The Beautiful People. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—76
Note—68p.
Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01537-4, $0.90 plus postage)

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, Community Involvement, Conference Reports, Conferences, Elementary Secondary Education, Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, *Teacher Role, Teaching Methods

The role and function of K-12 classroom teachers in career education and the evolving concept of career education are described in this monograph through reporting the thoughts and actions of 49 teacher participants in four career education mini-conferences. The contents of this report are organized around six topics: (1) Career education and instruction, (2) the process of career education, (3) the substance of career education, (4) career education, the teacher, and the broader community, (5) perceived benefits of career education, and (6) prospects for career education and the classroom teacher. Critical issues are identified and discussed which other professional classroom teachers must resolve for themselves as they make decisions concerning career education. Responses by conference participants to the question, "What keeps me going in career education?" and a directory of participants are appended. (TA)

ED 130 037 CE 008 227
Cameron, Harrison J., Ed. Malsbary, Dean R., Ed.
A Handbook and Curriculum Guide for Business Education for the State of Connecticut.
Connecticut State Dept. of Education, Hartford.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—243p.
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.
Descriptors—*Business Education, Business Skills, Business Subjects, Course Content, Course Objectives, Enrichment Programs, *High School Curriculum, Office Occupations Education, Secondary Education, State Curriculum Guides, Teacher Education, Teacher Qualifications, Teaching Guides, Teaching Methods, Teaching Procedures, Teaching Techniques, Vocational Development
Identifiers—Connecticut

This curriculum guide is divided into ten major areas or chapters. Chapter 1 gives an overview of the history of business education in Connecticut. Chapter 2 presents a philosophy and the objectives of business education. Chapter 3, on Program, contains curricular considerations in business education and adult or continuation programs. Considerations are also given for supplying the physical needs for and evaluating of the business education program. Chapter 4 covers the career development aspects such as the world of work–job opportunities in business, guidance for the business student, youth and the survey as an important contributor to business education. Chapter 5, on Professional Personnel, includes teacher qualifications and professional development, professional personnel includes teacher qualifications and professional development, and the business teacher and the metric system of measurement. Chapter 6 is divided into five categories for five different subject areas: basic business, cooperative work experience, distributive education, quantitative, and secretarial. Objectives, course content, methods, and evaluation procedures are listed for several courses in each subject area. Chapter 7 gives suggested specific teaching techniques for selected business subjects. Chapter 8 offers examples of short or enrichment courses offered in the business departments of Connecticut schools. Selected professional references and a selected bibliography arranged by subject area and a bibliography on business careers and simulations are covered in Chapters 9 and 10. (HD)

ED 130 038 CE 008 231
Isaacson, Annette
You've Got It, Danny! Language Development in Graphic Arts.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Jun 76
Note—102p.; Page 59, containing two illustrations of bus schedules, will not reproduce well due to small, faint type
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, N. J. ($2.50 plus postage)
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—Elementary Education, *Graphic Arts, Intermediate Grades, Job Application, *Language Development, *Learning Activities, Printing, *Skill Development, Teaching Guides, Vocabulary Development

This language development activity book is for students who are being trained in one or more skills in the graphic arts industry. It can be used either as an introductory experience for beginning students or as a review for advanced students. Terms of the trade and related business vocabulary are introduced and reinforced through a 9-chapter story, seven sequential lessons on offset lithography procedures, a variety of language development exercises, and a glossary of over 140 graphic arts and business terms. It is suggested that the lessons pertaining to vocational skills be given in conjunction with the student's shop experience. A separate answer key section is provided. (SH)

ED 130 039 CE 008 233
Stem, Sandra S.
I Care for My Home.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Jul 76
Note—278p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, N. J. ($3.50 plus postage)
EDRS Price MF-$0.83 HC-$15.39 Plus Postage.
Descriptors—*Daily Living Skills, Elementary Education, *Homemaking Education, *Homemaking Skills, Home Management, *Learning Activities, Lesson Plans, Teaching Guides

Useful as an aid to both student and teacher, this manual is full of practical experiences (in lesson form) that the student will one day incorporate into her/his own life. Four units are included: Homes (3 lessons), Care of the Home (21 lessons), Laundry Care (10 lessons), and Safety (11 lessons). Each lesson includes a stated objective, vocabulary, and explanatory statements concerning the nature of the lesson's activities. Illustrations are provided throughout the manual, and a glossary is appended. (SH)

ED 130 040 CE 008 234
Kezman, William A.
Automobile Maintenance. Reading and Language Activities.
Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.
Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.
Pub Date—Jul 76
Note—87p.
Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg. 4103, Kilmer Campus, Rutgers University, New Brunswick, New Jersey 08903 ($2.00 plus postage)
EDRS Price MF-$0.83 HC-$4.67 Plus Postage.
Descriptors—*Auto Mechanics, *Basic Skills, Curriculum, *Language Skills, *Learning Activities, Lesson Plans, *Maintenance, Reading, Special Education, Special Programs, Vocational Education

Designed primarily for special needs students in a vocational program in automobile maintenance, this book was written to refine the basic skills of following directions, reading comprehension, vocabulary building, spelling, word usage, and word recognition, while relating these skills to some of the tasks a beginning student in the program must know. Ten lessons are included: (1) A New School, (2) A New Shop, (3) Auto Shop Safety, (4) Cleaning the Interior of a Car, (5) Washing a Car, (6) Polishing and Waxing a Car, (7) Changing the Oil, (8) Changing an Oil Filter, (9) Lubricating the Chassis, and (10) Mounting a Tire. Each lesson lists key words and provides six to seven student exercises. Answers to the lessons are included in a separate Answer Key section. (SH)

ED 130 041 CE 008 240
Kern, Richard P.
Analyses of WIN Team Functioning and Job Requirements, Final Report: Duties Performed and Style of Functioning, in Relation to Team Effectiveness. Technical Report 72-12.
Human Resources Research Organization, Monterey, Calif. Div. 3.
Spons Agency—Manpower Administration (DOL), Washington, D.C.
Report No.—HumRRO-TR-72-12
Pub Date—Apr 72
Contract—51-49-70-03
Note—150p.
Available from—National Technical Information Service, Springfield, Virginia 22151
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Counseling Services, Counselor Role, Data Analysis, Employment Services, Group Relations, Interpersonal Competence, *Job Analysis, Personnel Evaluation, Personnel Management, Program Development, *Program Effectiveness, Program Evaluation, *Staff Improvement, Staff Role, Staff Utilization, Tables (Data), Team Training, *Teamwork, Training Techniques, *Vocational Counseling, Vocational Development
Identifiers—WIN, *Work Incentive Program

Data were collected from a total of 110 WIN (Work Incentive Programs) Employability Development Teams to obtain information regarding the staffing composition of WIN teams, the extent to which distribution of job effort among team members emphasizes duty area specialization by job position title, the style of functioning in making client-oriented decisions, and the extent to which these factors contribute to the teams' effectiveness in the accomplishment of team and client goals. Major findings and recommendations showed and suggested that: (1) The more effective teams are those that deemphasize the separation among job position specialties in distributing the teams' work activities; (2) guidelines for staffing of WIN teams should consider four basic job position specialties instead of the current five. (These four are coach, counselor, job developer, and the clerical position. The work-training specialist position was deleted.); (3) it is important that all team members receive team training as a necessary condition for its impact on team performance; and (4) teams located in areas of relatively low unemployment routinely refer enrollees considered not job-ready to WIN Orientation and use this period of enrollment to interact with them in developing employability goals and plans. (TA)

ED 130 043 CE 008 256

Hoyt, Kenneth B.

Career Education and Work Experience Education: Can We Join Together?

Pub Date—76

Note—11p.; Speech presented to the Western Association of Cooperative and Work Experience Educators (Las Vegas, Nevada, February 7, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Cooperative Education, Coordinators, *Educational Experience, Educational Objectives, Interagency Cooperation, School Community Cooperation, *School Industry Relationship, Speeches, *Work Experience

Career education and work experience education are discussed in terms of the common goal of education as preparation for work, and three basic common values: (1) The importance of work to both individuals in society and to society itself, (2) the need for and potential of experiential learning, and (3) the need to involve the formal education system and the business-labor-industry-professional community in a collaborative relationship in ways that will expand student learning opportunities. Basic career education concepts are compared with work experience concepts. The concept of work, as a humanizing term, is discussed, along with implications for change in the role and function of work experience educators. The goal of this paper is to provide work experience educators with some basis for determining their own directions for professional change growing out of the career education concept. One point noted is that the career education concept considers work experience, in addition to that found in classrooms per se, to be an important opportunity to be made available to all students. (TA)

ED 130 044 CE 008 258

Hoyt, Kenneth B.

Career Education and the Marshmallow Principle.

Pub Date—76

Note—12p.; Speech presented at the Georgia Personnel and Guidance Association's Winter Conference (Macon, Georgia, January 23, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Change Strategies, Conceptual Schemes, *Educational Change, Educational Experience, Educational Needs, Educational Principles, *Educational Strategies, *Program Development, Speeches, Student Needs, Work Experience

The "Marshmallow Principle" introduced in this paper is stated as follows: "External pressure exerted on an organization to change its basic structure will, for as long as that pressure is applied, cause the organization's structure to bend and assume a new shape. Once the pressure is removed, the organization will reassume its original shape. Basic change in organizational structure is accomplished only when the key functionaries within that organization make an internal commitment to change." The author believes that when applied to American education, this principle addresses the need for internal changes in commitment among professional educators. How the principle is being accommodated in 11 basic strategies for accomplishing change embodied in the career education concept (which is seen as a positive application of the principle) is illustrated. Finally, a plea is made for continuing collaborative efforts on behalf of career education, which if successful will motivate professional educators and the public to decide for themselves to change the nature, structure, format, and delivery system of American education at all levels. (TA)

ED 130 045 CE 008 259

Hoyt, Kenneth B.

"Everyone's Favorite Solution" Can't Be All Bad: A Reply to James O'Toole.

Pub Date—75

Note—14p.; Speech given before the Washington Vocational Association (Yakima, Washington, August 18, 1975). For the related document, "The Reserve Army of the Underemployed" by James O'Toole, see ED 109 509

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Cooperative Planning, Educational Accountability, Educational Experience, Educational Programs, *Educational Strategies, Program Attitudes, *Program Effectiveness, *Relevance (Education), Speeches, Vocational Development, *Vocational Education, Work Experience

The author considers one section of a document (Everyone's Favorite Solution in "The Reserve Army of the Underemployed") by James O'Toole to be an attack on vocational education in which seven charges are made. The charges are rebutted with the intention of illustrating the positive contributions that vocational education can make to the goals of career education. It is noted that any long-run strategy (for solving the education/work dilemma in general, or the problems of the underemployed in particular) that ignores or fails to take full advantage of vocational education will be both unwise and unproductive. Vocational education is not viewed as the sole answer, but as an essential element in a total career education strategy since, according to the author, the career education concept would never be made an operational reality unless all concerned with this movement recognize and embrace the goals and objectives of vocational education. (TA)

ED 130 046 CE 008 261

Hoyt, Kenneth B.

Career Education and the Business-Labor-Industry Community.

Pub Date—75

Note—8p.; Speech presented at the National Apprenticeship and Training Directors Conference (Washington, D. C., June 10, 1975)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Cooperative Education, Cooperative Planning, Educational Experience, Educational Objectives, Interinstitutional Cooperation, *School Community Cooperation, *School Industry Relationship, Skill Development, Speeches, Technological Advancement, Vocational Adjustment, *Vocational Development, Work Experience

The two areas of expertise involved in career education–education and work–make it obvious that career education cannot be effective if only educators are involved. That is why, from the beginning, career education has been pictured as a collaborative effort involving educators, the business-labor-industry community, and the home and family structure. Career education is needed for two basic reasons: (1) The world of schooling and the world of paid employment are out of kilter in the United States, and (2) the increasingly technological nature of society and rapid rate of change make it necessary that persons seeking to work be equipped with a combination of adaptability skills that will help them with change, and a set of job-specific skills that will enable them to enter the labor market. In its simplest form, career education is an attempt to help all individuals want to work, acquire the skills necessary to work in these times, and engage in work that is satisfying to the individual and beneficial to society. If the business-labor-industry community will join actively in this effort, it can become a reality. (TA)

ED 130 049 CE 008 272

Mai-Dalton, Renate

The Influence of Training and Position Power on Leader Behavior. Organizational Research Technical Report 75-72.

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.; Department of the Army, Washington, D.C.; Office of Naval Research, Washington, D.C. Organizational Effectiveness Research Program.

Pub Date—Nov 75

Contract—DAHC-19-73-6-0005; N00014-67-A-0103-0012; NR-170-761

Note—44p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Academic Achievement, Behavioral Science Research, Behavior Change, Behavior Patterns, *Contingency Management, Environment, *Individual Power, Laboratory Experiments, *Leadership Styles, *Leadership Training, Management, Models, *Motivation, Performance, Psychological Patterns, Social Behavior, Training

Identifiers—Contingency Model of Leadership Effectiveness, Fiedler (F E)

Using Fiedler's Contingency Model of Leadership Effectiveness, which postulates that the behavior of a leader depends on the interaction between leadership style and the degree to which the environment gives the leader control and influence, a study investigated the effects of training and changes in position power on the behavior of three types of leaders with different motivational systems. The leader style of female college students was measured by means of the Least Preferred Coworker (LPC) Scale, which identifies relationship-motivated, task-motivated, and independence-oriented leaders. To test if subject behaviors vary with the favorableness of the situation and the person's LPC score, an In-basket simulation was constructed. A 2 x 2 x 3 factorial design manipulated high and low position power (2) and training (2), and used subjects with high, middle, and low LPC scores (3). Dependent measures were seven behavior categories based on the subjects' displayed behaviors, scores on an uncertainty scale, and scores on the Wonderlic Personnel Test of educational achievement. Statistical analyses were performed to test three hypotheses. Conclusions from the findings include these: (1) Directing and pleading are situationally determined behaviors while searching for information as well as threatening and criticizing are the result of interaction between the situation and the personality of the subject, and (2) a relatively short and non-intense training program resulted in a search for information under different conditions. Data analysis and suggestions for further research are included in the report. A 20-item bibliography and four evaluation scales are appended: Manipulation check questions, group atmosphere scale, LPC scale, and uncertainty scale. (JT)

ED 130 050 CE 008 273

Mitchell, Terence R. Beach, Lee Roy

Expectancy Theory, Decision Theory and Occupational Preference and Choice. Organizational Research. Technical Report 75-75.

Washington Univ., Seattle. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va.

Pub Date—Dec 75

Contract—N00014-67-A-0103-0032; N00014-76-C-0193; NR-170-761

Note—47p.

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Behavioral Science Research, Career Planning, Counseling, *Counseling Theories, Decision Making, Guidance Programs, Job Satisfaction, Mathematical Models, Occupational Aspiration, *Occupational Choice, *Occupational

Guidance, *Predictive Measurement, Predictor Variables, Probability Theory, Research Methodology, Research Reviews (Publications), Syntax, Testing, Theories, Values, Vocational Counseling

Identifiers—Decision Theory, Expectancy Theory

Expectancy theory and decision theory research predicting occupational preference and choice were reviewed to assess the usefulness of such approaches. Each investigation produced substantial support for the use of such models suggesting that both theories can provide practical insights for occupational guidance and counseling. While theoretical, mathematical, and methodological differences exist among these approaches, they are based on a fairly similar, rational maximization principle. They assume that people will choose the occupations they believe will result in the greatest amount of benefit to them, provided there is a good chance they can actually attain a position in the occupation. The results of studies in occupational guidance and counseling are congruent with the foregoing. Providing people with accurate information about jobs and job outcomes facilitates adjustment and reduces turnover. The expectancy and expected value models provide solid, explicit ways in which people might use the information, their values, and expectations about the future in order to make the "best" possible choices; these models seem to be highly predictive. (TA)

ED 130 051 CE 008 276

Why Women Work.

Employment Standards Administration (DOL), Washington, D.C. Women's Bureau.

Pub Date—Jul 76

Note—4p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Census Figures, *Employment, *Employment Statistics, Females, Labor Force, Motivation, Statistical Data, *Working Women

Women are reported to work for the same reasons men do–to provide for the welfare of themselves, their families, or others. Statistics from the Bureau of the Census and the Bureau of Labor Statistics, quoted for white and minority women workers, show that despite unfavorable economic conditions in the first quarter of 1975, an average of nearly 37 million women were in the labor force (working or looking for work) during the year. Of this number, almost 33.6 million were actually employed. Figures are quoted for the marital status of women workers, women heads of families, mothers with husbands present, wives whose husbands are unemployed or unable to work, and for women whose husbands are employed in low-wage occupations. (TA)

ED 130 052 CE 008 279

Hungerland, Jacklyn E.

A Career-Oriented, Free-Flow, Peer-Instructional System. Professional Paper 6-73.

Human Resources Research Organization, Alexandria, Va.

Report No.—HumRRO-PP-6-73

Pub Date—Jun 73

Note—14p.; Paper presented to the statewide administrative staff of the California Bureau of Business Education (Los Angeles, California, January 5, 1972)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Business Education, *Career Education, *Career Planning, Individualized Instruction, *Instructional Systems, Job Skills, Learning Processes, Office Practice, *Peer Teaching, Programed Instruction, Secondary Education, Simulated Environment, *Simulation, Skill Development, Systems Approach, Teaching Techniques

Identifiers—California

This model instructional system, developed for the office cluster of business occupations but having relevance for other curricula, is an approach to "modernizing" office education. Since there was a need for immediate job relevance of instruction and an integrated career progression, the instructional system is designed to be career- and performance-oriented, with self-pacing and individualized instruction, having immediate and detailed feedback to students and system managers. Through a systematic use of peer instruction in job simulation, the need for additional teachers and instructional materials is eliminated; peer instruction is also a low-risk, high-return instructional medium. Quality control in using the peer-instructional system is the responsibility of the qualified teacher. Establishment of flexible managerial capabilities within the system allows for efficient use of facilities and equipment, and precludes the need for additional expenditures in this direction. In addition, this flexibility provides ease of management in adjusting the system to accommodate increases or decreases in student population and in the type and depth of curriculum. A flow chart of the system is provided. (TA)

ED 130 053 CE 008 287

Role Perceptions of the Position of Local Vocational Administrator in Alabama.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

Pub Date—Mar 76

Note—114p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Administrative Personnel, *Administrator Characteristics, *Administrator Qualifications, *Administrator Role, Educational Research, Job Analysis, Program Administration, Program Planning, Resource Staff Role, *Role Perception, Superintendent Role, *Vocational Directors, Vocational Training Centers

Identifiers—Alabama

The purpose of this study was to clarify the role of the local vocational director and area vocational center administrator in local education agencies. Through this role clarification, it is hoped that training programs can be more accurately geared to the development of competencies necessary to carry out the functions of the positions. The document includes an introduction to the study (objectives, definition of terms, review of related research), descriptions of procedures (population and sample selection, questionnaire development, collection of data), and the findings, which are presented in two sections: (1) Characteristics and Qualifications (level of education, teaching experience, work experience other than teaching, certification, training, and summary of qualifications and characteristics), and (2) Perceptions of Functions (perceptions of "ideal" functions of local directors, perceptions of "ideal" functions of area vocational center administrators, limitations of "actual" functions data, comparisons of "ideal" and "actual" functions, and recommendations). Appendixes (more than half of the document) contain data tables, samples of letters, and questionnaires. (HD)

ED 130 054 CE 008 297

McKinney, Floyd L., Ed. Sims, E. Norman, Ed.

Proceedings of a Series of Workshops on Writing Research and Development Proposals: A Final Report. Kentucky Research in Vocational Education Series, No. 2.

Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—Oct 74

Note—163p.

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Administrative Personnel, *Educational Research, Educational Researchers, Evaluation Methods, *Reports, Research Coordinating Units, Research Directors, Research Methodology, Research Needs, *Research Proposals, Speeches, Technical Education, *Technical Writing, Vocational Directors, *Vocational Education, Workshops, Writing

Identifiers—Kentucky

This book contains presentations made at a series of 3-day workshops held in Kentucky to prepare vocational educators to write proposals, progress reports, and final reports for research and development efforts. Workshop presentation included "Need for Research and Development in Vocational-Technical Education," by Robert Warmbrod, Alfred J. Mannebach, and Elizabeth Ray; "Developing Ideas, Explaining and Stating the Problem," by Glen Davis; "Related Research," by E. Norman Sims; "Developing Objectives," by Floyd McKinney; "Methodology or Procedure," by Janie L. Jones; "Personnel Plan," by Herbert Bruce; "Dissemination Plan," by E. Norman Sims; "Evaluation Plan," by Herbert Bruce; "Developing the Budget," by B. Glen Davis; "Proposal Submission and Review;" "Preparing Progress Reports and Final Reports," by Louis Perry; and "Managing the Research and Development Project," by Robert Schneider. Included also are workshop objectives and procedures, the conclusions which were based upon the formal and informal evaluations conducted both during and after the workshops, and the recommendations formulated by the workshop staff. (HD)

ED 130 055 CE 008 316

McCollum, Sylvia G.

What Works! A Look at Effective Correctional Education and Training Experiences.

Pub Date—76

Note—18p.; Speech presented at the American Psychological Association Annual Conference (Washington, D. C., September 4, 1976)

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Adult Education, *Correctional Education, Corrective Institutions, Criminals, *Educational Trends, Federal Government, *Federal Programs, Prisoners, *Recidivism, Speeches, Vocational Education

Remarks by the education administrator of the U. S. Department of Justice Bureau of Prisons discussing recidivism in relationship to various program elements: Relevancy of educational programs, participation rates, state administrative structures, inmate characteristics (educational level, skills, intelligence, age), and federal resources. Data is included on inmate course completions at five educational levels for fiscal years 1970-1975. It is concluded that "what works" is enrollment in relevant courses in which quality instruction is provided and persistence in courses until passing grades are received and established standards of excellence are met. (JT)

ED 130 056 CE 008 317

Consumer Education Reference Manual.

Tennessee Univ., Knoxville. State Agency for Title I.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Note—276p.

EDRS Price MF-$0.83 HC-$15.39 Plus Postage.

Descriptors—Consumer Economics, *Consumer Education, Consumer Protection, Instructional Materials, Manuals, Services

This manual contains information for consumer education, which is defined as the process of imparting to an individual the skills, concepts, knowledges, and insights required to help each person evolve his or her own values, evaluate alternative choices in the marketplace, manage personal resources effectively, and obtain the best buys for his or her expenditures. Guidelines for consumers are presented in 20 chapters: (1) Appliances, (2) Automobiles (including automobile insurance), (3) Clothing, (4) Credit, (5) Education, (6) Funerals, (7) Home Furnishings, (8) Housing, (9) Insurance, (10) Legal, (11) Medical, (12) Medicaid, (13) Medicare, (14) Money Management, (15) Schemes, (16) Selecting and Buying Food, (17) Shopping, (18) Social Security, (19) Wages (including unemployment compensation), (20) Welfare (including the food stamp program). Appendixes list state and local resource information, federal sources of consumer information and complaints, other agencies for information and complaints, and local consumer agencies for information, complaints, and legal services. Addresses in each appendix are listed under topical headings (e.g. family counseling, handicapped, nursing homes), and a topical index is provided for the manual as a whole. (WL)

ED 130 057 **CE 008 318**

Melton, Dale H.

Career Education and Your Child: A Guide for Parents.

Florida Career Education Consortium, Bradenton.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Note—40p.; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.
Descriptors—Career Awareness, *Career Education, Career Exploration, Career Planning, *Child Development, Developmental Stages, Family Environment, *Parent Child Relationship, Parent Influence, *Parent Role, Resource Guides *Resource Materials, *Vocational Development
Identifiers—Florida

Developed out of a recognized need for practical, career-related suggestions, this booklet was designed for parents to use with their children. Eight major subtopics considered important by career educators are used to group the information: (1) Career awareness, (2) attitudes and appreciations, (3) self-awareness, (4) decision-making, (5) economic awareness, (6) education awareness, (7) employability skills, and (8) beginning competency. Within each section are statements on career education followed by suggestions to parents for enhancing their child's career development. The statements and suggestions are representative of those contained in the professional literature on career education and career development. Although each item is placed in only one of eight categories, most contribute to two or more of them. The placement was arbitrary in order to avoid repetition, and also because of space limitations. (TA)

ED 130 058 **CE 008 321**

Quinn, Kathy, Comp.

Curriculum Guide and Bibliography: "Reducing Sex-Role Stereotyping through Career Education."

Bristol Career Education Program, Conn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Contract—G00-75-02291
Note—47p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Bibliographies, Career Choice, *Career Education, Curriculum Guides, Discriminatory Attitudes (Social), *High School Curriculum, *Learning Activities, Lesson Plans, Nondiscriminatory Education, Occupational Clusters, Senior High Schools, Sex Discrimination, *Sex Role, *Sex Stereotypes, Social Attitudes

Lesson plans and bibliographies compiled in this booklet were created by participants in a series of in-service workshops conducted to heighten awareness of sex-role stereotyping and its relationship to career education. The curriculum guide presents 15 high school lesson plans (units). Each unit includes, in outline form, the headings of Cluster, Subject, Grade, Related To, Goal, Career Education Objectives, Procedure, Results, and Follow-Up. Lesson plans are developed for these subjects: Biology, clothing, community studies, distributive education, English, foods, guidance, mathematics, physical education, Spanish, special education, springmaking, typing, women in literature, and world history. Bibliographies of non-sex biased materials are compiled for business, career education, distributive education, English, foreign language, guidance, home economics, industrial arts, mathematics, physical education, science, special education, women in literature, and world history. (TA)

ED 130 059 **CE 008 335**

Statewide Implementation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work. Final Report.

South Dakota State Div. of Vocational Education, Pierre.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Sep 76
Contract—OEG-8-74-0027
Note—75p.; Page 20, containing three tables, will not reproduce well due to small type
EDRS Price MF-$0.83 HC-$3.50 Plus Postage.
Descriptors—American Indians, Career Awareness, *Career Education, Counselors, *Curriculum Development, Educational Development, Elementary Secondary Education, Inservice Education, Inservice Teacher Education, Job Placement, Learning Activities, Needs Assessment, *Occupational Guidance, Post Secondary Education, Program Administration, *Program Development, Program Evaluation, Relevance (Education), Skill Development, State Programs, *Statewide Planning, Student Attitudes, *Vocational Counseling
Identifiers—South Dakota

More than 100 school districts participated in this three-year career education program. On a statewide basis, two major objectives were to be accomplished: (1) Help all public and private schools in South Dakota implement career education programs, and (2) provide every student an opportunity to develop self awareness, a favorable attitude toward work, and to develop and practice decision making skills. The project was designed to serve the K-14 student enrollment; in addition, the project worked with post-secondary vocational-technical schools in the area of placement. There were five major components in the project: Guidance and counseling, elementary career awareness, junior high-middle school, job preparation (Grades 10-14), and placement activities. In-service seminars for counselors were conducted and follow-up sessions were held with participating schools after in-service sessions had been completed with time allowed for the schools to begin implementation. Program evaluation focused only on student outcomes, while more direct facets of the program received wide support throughout the state. It was concluded that the direction of career education in South Dakota has been established at all levels of education and that certain phases of the project had an identifiable student impact. (TA)

ED 130 060 **CE 008 345**

A Student Needs Assessment. Texas Career Education Measurement Series.

Texas Education Agency, Austin.
Pub Date—Sep 76
Note—30p.; For related documents see CE 008 346 and ED 117 346
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Academic Achievement, Behavioral Objectives, *Career Education, *Educational Assessment, Educational Planning, Educational Research, High School Students, *Measurement Instruments, Measurement Techniques, *Needs Assessment, Program Development, *Program Evaluation, Secondary Education, Statewide Planning, Student Needs, Testing
Identifiers—Texas, *Texas Career Education Measurement Series

A statewide assessment in career education was made to: (1) Determine how Texas students stand in relation to basic skills, knowledge, and competencies in career education, and (2) provide decision makers with information about student performance in career education that will assist curriculum planning and development efforts at the local, regional, and state levels. The Texas Career Education Measurement Series (CEMS) was used in testing ninth and twelfth grade students. It was assumed that 75% of ninth grade students and 90% of twelfth grade students should be able to master basic learner outcomes in the areas of career education. In the nine general categories of career education outcomes measured by the CEMS, both twelfth and ninth grade students ranked highest (rank 1) in self-investigation and evaluation for career success and lowest (rank 9) in career and occupational information. Results of the statewide assessment provide objective information which is useful for suggesting areas for educational improvements. The document also includes a description of CEMS, (which consists of a survey test and 16 category tests for use in Grades 7-12). The appendix contains tables listing the nine career education categories with their 26 subcategories and the outcome based objectives for each. (TA)

ED 130 061 **CE 008 346**

User's Guide. Texas Career Education Measurement Series.

Texas Education Agency, Austin.
Pub Date—Sep 75
Note—33p.; For related documents see CE 008 345 and ED 117 346
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—Achievement Tests, Behavioral Objectives, *Career Education, Diagnostic Tests, Educational Assessment, Evaluation Criteria, *Evaluation Methods, *Measurement Instruments, Program Descriptions, Resource Guides, Secondary Education, Student Development, Testing, *Test Interpretation
Identifiers—Texas, *Texas Career Education Measurement Series

Interpretive information about the Texas Career Education Measurement Series (CEMS) is provided in this manual. CEMS consists of a battery of 17 instruments–sixteen category tests and one survey instrument–designed to assess the development of secondary students in terms of career education. The manual is in four parts. Part 1 briefly describes the content of CEMS and the nature of the measurement instruments. Part 2 contains necessary detailed information for school personnel to interpret the results of the tests. Part 3 describes how to use the series of tests which comprise CEMS. Part 4 outlines the basis for development of CEMS and includes a historical summary of the methodologies utilized and the activities involved in constructing the measurement system. Two appendixes are included: Appendix A is a complete list of the categories, sub-categories, outcome based objectives, test booklets, and items which constitute the foundation of CEMS; and Appendix B lists the addresses of all regional education service centers. (TA)

ED 130 062 **CE 008 348**

Bielby, William T. Kalleberg, Arne L.

The Differentiation of Occupations. Institute for Research on Poverty Discussion Paper 309-75.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Report No.—IRP-DP-309-75
Pub Date—Nov 75
Note—39p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Differentiated Staffs, Discriminant Analysis, *Employment Qualifications, Job Analysis, *Job Market, Job Satisfaction, Models, *Occupational Mobility, *Reinforcers, Research Utilization, *Rewards, Sex Discrimination, Social Stratification, Social Systems
Identifiers—United States

The dimensions and determinants of positional inequality in the American occupational structure are examined. Using data from the 1972-1973 Quality of Employment Survey, dimensions of occupational differentiation with multiple discriminant analysis are constructed and a causal model is developed to represent the interrelationships of those dimensions. It is found that the differentiation of intrinsic occupational rewards is attributable largely to the educational and task requirements of occupations, while union, supervisory, and organizational resources available to occupational groupings are the strongest determinants of the differentiation of extrinsic rewards. Implications of these findings for functional and conflict theories of inequality in occupational rewards are discussed. (Author/HD)

ED 130 063 **CE 008 361**

Holmes, Marvin C. Omvig, Clayton P.

Supplement "A" to Vocational Education for the Handicapped in Kentucky: A Survey of the Perceptions of Personnel in Vocational Education, Special Education and Vocational Rehabilitation. Final Report.

Kentucky Univ., Lexington. Div. of Vocational Education.

Spons Agency—Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.

Pub Date—75

Note—61p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Delivery Systems, *Handicapped Students, Inservice Teacher Education, Interagency Cooperation, Models, Preservice Education, Professional Training, Program Evaluation, *Program Planning, Special Education, Special Education Teachers, State Surveys, *Teacher Attitudes, Teacher Certification, *Vocational Education, Vocational Education Teachers, *Vocational Rehabilitation

Identifiers—Kentucky

Described in this report are the findings from a Kentucky state-wide study of the perceptions of vocational educators, special educators, and vocational rehabilitation workers concerning vocational programming for the handicapped. Numerous tables depict and compare agency ratings regarding the importance and present status of the following variables: Direct instructional services for the handicapped, support services, professional training of agency personnel, cooperative efforts among agencies, and problems encountered. The conclusions section includes a model delivery system for serving handicapped students, certification considerations for the various educational personnel, and recommendations for pre- and in-service personnel training. (Author/HD)

ED 130 065 **CE 008 372**

Overview of the Study of Women in New Careers (WINC). Volume II. Final Report.

CONSAD Research Corp., Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—1 Mar 76

Contract—OEC-0-74-07839

Note—106p.; Not available in hard copy due to marginal legibility of original document. For a related document, see CE 008 371 CE 008 371

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Blue Collar Occupations, Career Planning, Economic Research, Employer Attitudes, Employment Counselors, Employment Opportunities, Employment Potential, Employment Programs, Employment Qualifications, *Equal Opportunities (Jobs), *Females, Job Applicants, Job Development, Job Placement, Job Training, *Manpower Development, *Occupational Guidance, *Program Development, Program Evaluation, Sex Stereotypes, Socioeconomic Influences, Trainees, Unemployment, Vocational Development, Working Women

Identifiers—WINC, *Women in New Careers

This report presents the study of a project conceived as a means of developing and testing a model Career Development Program. The project was designed to contribute significantly to the opening of nontraditional occupations to young women of low socioeconomic status and varying race and ethnic backgrounds. Three major goals were: (1) To assist a pilot group of women in five selected cities to enter training and to find them training-related jobs, (2) to increase awareness of women's aptitudes and potential among themselves, counselors, instructors, job developers and employers, and (3) to identify barriers to the training and employment of women in nontraditional careers. Based on the career orientation experiences of this study, it is clear that there is a lack of high quality, current materials available to secondary, post-secondary, and manpower system institutions. While the career orientation materials developed for the Women in New Careers (WINC) project have been accepted for use by counselors and instructors in WINC sites, a revised, validated package is required before broad dissemination of materials is advisable. (TA)

ED 130 067 **CE 008 382**

Career Oriented Education Management/Implementation Model. Model Description Package.

Education Service Center Region 17, Lubbock, Tex.

Note—92p.; For related documents see CE 008 382-385. Exhibits D6, F6, and F8 may not reproduce well due to marginal legibility of original copy

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Agency Role, *Career Education, Curriculum Development, Demonstration Programs, Elementary Secondary Education, Inservice Education, Interagency Planning, *Models, *Program Administration, *Program Development, Regional Programs, Resource Materials, School Administration, School Districts, School Personnel, Systems Approach, *Team Administration

Identifiers—Texas

The model described here is designed to serve as a method whereby a local school management/implementation team can implement career oriented education. It provides infusion strategies, materials, and staff development techniques through which The Education Service Center (ESC) staff trains and supports the Local Education Agency (LEA) team, which in turn works with the school district staff, students, and community to implement career oriented education. The model description package is divided into four parts. Part 1 contains an introduction and summary of the model's purpose, ESC and LEA role, and overview. Part 2 describes the model for use by the LEA. Part 3 describes the structured method for implementation by a school district. Part 4, the major portion of the package, is designed to categorize support elements for use in implementing the management/implementation model in a school district. It includes outlines, forms, descriptions, schedules, and other exhibits under the following headings: Overview of Model for Administrators, Team Selection and Training, LEA Staff Training by LEA Team, Classroom Implementation Activities, Scope and Sequence Activities, Renewal/Evaluation Activities (Forms), and Dissemination/Communication Activities (sample news releases, newsletters, etc.). (Three related volumes are teacher guides, supplementary documents and materials, containing instructions for implementation teams in the three phases of the program). (TA)

ED 130 068 **CE 008 383**

Teacher Guide for Career Oriented Education. Implementation Workshop: Phase II (Follow-Up).

Education Service Center Region 17, Lubbock, Tex.

Note—18p.; For related documents see CE 008 382-385

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Elementary Secondary Education, Instructional Materials, Models, Program Development, *Resource Guides, *Teacher Workshops, Teaching Guides

Identifiers—Texas

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the second part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. The Phase 2 (follow-up) volume contains three sections: Section I is a list of discussion topics designed to obtain feedback from participants after they have had some implementation experiences. Section J provides participants with additional career education curriculum resources (10 pages). Section K is a 1-page outline for a community resource file. (TA)

ED 130 069 **CE 008 384**

Teacher Guide for Career Oriented Education. Implementation Workshop: Phase III (Curriculum Development).

Education Service Center Region 17, Lubbock, Tex.

Note—52p.; For related documents see CE 008 382-385

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, *Curriculum Development, Curriculum Planning, Elementary Secondary Education, *Inservice Education, Instructional Materials, Learning Activities, Models, Program Development, Program Evaluation, *Teacher Workshops, Teaching Guides

Identifiers—Texas

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the third part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. The Phase 3 volume (curriculum development) contains four sections. Section L provides opportunity for documentation of the school district's efforts in career oriented education. Planning for further implementation during the school year through development of additional career oriented topics is also provided. Section M (29 pages) provides for the development of skills for writing performance objectives. Section N provides opportunity for participants to document their activities in career oriented education using topics which have been adapted for individual classrooms and following the curriculum infusion format (outline) as a guide. Section O provides for development of new career oriented curriculum. (TA)

ED 130 070 **CE 008 385**

Teacher Guide for Career Oriented Education. Implementation Workshop: Phase I (Readiness).

Education Service Center Region 17, Lubbock, Tex.

Note—184p.; For related documents see CE 008 382-385. Pages 43-87 (bulletin board ideas for career education) will not reproduce well due to marginal legibility

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—*Career Education, Community Involvement, *Curriculum Development, Elementary Secondary Education, *Inservice Education, Instructional Materials, Learning Activities, Needs Assessment, Program Administration, *Program Development, *Teacher Workshops, Teaching Guides

Identifiers—Texas

Part of a 4-volume set constituting a model to assist all school districts in Region 17 (Texas) in infusing comprehensive career oriented education into their existing instructional programs by 1980, this teacher guide contains materials for the first part of a 3-phase program designed to move the participant through a series of informational steps to a proficiency in developing comprehensive outcome based career oriented education topics. Section A provides awareness information on career education with special emphasis on the Texas state plan for career education. Section B presents an overview and indepth study of the seven components of career education. Section C (63 pages) introduces available occupational resources. Sections D and E deal with two methods of involving the community in the career oriented education program, i.e. resource persons and field trips. An assessment of student needs discussed relative to career education is conducted in Section F. In Section G, participants are introduced to and given experience in using the curriculum infusion format developed for the program. Skills learned in this section will be used in Section H in which participants have an opportunity to adapt topics from the Education Service Center career oriented curriculum. (TA)

ED 130 072 CE 008 407

Letsky, M. And Others

Integrated Military-Civilian Workforce Analysis and Planning. OCMM Research Report No. 28.

Office of Civilian Manpower Management (Navy), Washington, D.C.

Spons Agency—Navy Personnel Research and Development Center, San Diego, Calif.

Pub Date—Aug 76

Note—56p.

EDRS Price MF-$0.83 HC-$3.50 Plus Postage.

Descriptors—*Government Employees, Institutional Research, Labor Force, Management Systems, Manpower Needs, *Manpower Utilization, *Military Organizations, Military Personnel, *Personnel Management, Planning, Research Needs, Systems Analysis, *Systems Development

Identifiers—Air Force, Civilian Personnel, *Navy

One important reason for investigating methods of integrated military and civilian workforce analysis and planning processing in the Navy is to be able to manage the entire workforce. Fundamental differences between the Navy's military and civilian workforce analysis and planning systems are analyzed, discussion centering around the characteristic differences in the workforces, for management of which each system had come to be established. A number of alternatives for integrating these systems is discussed with a particular regard for taking full advantage of the complementary characteristics of each system. Special attention is paid to the interrelationships of the manpower requirements generating and personnel inventory analysis systems for the Naval shore establishment where military and civilian personnel work together. Some suggestions for long range research and development are made pointing to areas in which optimal systems design can be pursued. (Author/JT)

ED 130 073 CE 008 410

Forbes, J. Benjamin And Others

Organizational Policy Decisions as a Function of Individual Differences and Task Design: Monitoring Tasks. Technical Report 9.

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date—Aug 76

Contract—N00014-75-C-0985

Note—212p.

EDRS Price MF-$0.83 HC-$11.37 Plus Postage.

Descriptors—Behavioral Science Research, Individual Characteristics, *Individual Differences, *Job Development, *Job Satisfaction, Manpower Development, Organizational Development, Performance Factors, *Task Analysis, *Task Performance, Vocational Aptitude, Work Attitudes, *Work Environment

Two visual monitoring tasks were used to further knowledge of the interactions between individual differences and task demands as determinants of performance and satisfaction. The subjects, 100 male university students, completed pre- and posttest batteries to assess general and specific abilities, personality variables, work orientation, motivation, and preferences for job structural attributes. Following the pre-testing, each subject performed the visual monitoring tasks–one complex and one simple. Both tasks involved monitoring slides for three 1-hour sessions for the presence of triangles or circles embedded within 60 irrelevant stimuli. The complex task (labeled high demands condition) differed from the simple task (labeled low demands condition) only with respect to the demand placed upon cognitive abilities. Results showed that both performance and satisfaction are related to individual differences in ability as well as selected personality and preference measures. The congruence between task demands and abilities was found to be highly significant in determining these relationships. It is suggested that one way to optimize performance and satisfaction involves designing the job so that the task demands match the ability levels of the individuals from which job selection is made. Implications are also made for use of prior and present experiment results for the selection of Navy personnel. Appendixes include the task instructions for the experiment and seven different tables of correlations. (SH)

ED 130 074 CE 008 426

Manual for Employers.

Duchess County Board of Cooperative Educational Services, N.Y.

Note—25p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Cooperative Education, Cooperative Programs, *Employment Programs, Manuals, *Program Descriptions, Program Guides, *School Industry Relationship, *Vocational Education, *Work Experience Programs

Identifiers—New York

Prepared by the Dutchess County Board of Cooperative Educational Services (BOCES), Division of Occupational Education, this manual assists employers of cooperative students involved in the Diversified Cooperative Education Program by providing the new employer with the practices and procedures of the program. The manual should also be of value to employers already participating in the program, or those interested in developing a similar program. The Diversified Cooperative Education Program is described as an effort to provide vocational training on a cooperative working basis for coed high school juniors and seniors, requiring that students be 16 years of age or older to enter the program. Advantages of the program for employers, students, and school, the mechanics of program operation, and various forms utilized throughout the program are included. (WL)

ED 130 075 CE 008 432

Abstracts of Instructional and Research Materials in Vocational and Technical Education. Volume 9, Number 4. VT 103 001 -103 200.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—255p.; Not available in hard copy due to marginal reproducibility of the original document. For a related document see CE 007 779

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, Career Education, Curriculum Guides, Instructional Materials, Resource Guides, *Technical Education, *Vocational Education

This compilation, presenting 200 resumes relevant to the field of vocational-technical (VT) education, provides educators access to in-use or under-development instructional and research materials. The resumes are arranged in ascending order according to an accession (VT) number, with each resume including the: Author(s), title, institutional source, sponsoring agency, availability, publication date, number of pages, subject terms which characterize the contents of the document, and a document abstract. Curriculum development and research projects in progress are fully described in a separate section. Author, subject, and VT-ED (ERIC Document) number cross reference indexes are provided. Instructions are given for ordering the original full text of documents or full text reproductions. (SH)

ED 130 076 CE 008 467

Hoyt, Kenneth B.

An Introduction to Career Education. A Policy Paper of the U.S. Office of Education.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-00504

Pub Date—75

Note—43p.; This document is the official version of ED 097 588 (draft copy)

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402 (DHEW Publication Number OE 75-00504, $1.05)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Administrative Policy, Administrator Attitudes, *Career Education, Definitions, Educational Change, *Educational Policy, Federal Government, Government Role, Opinions, Policy, Policy Formation, Public Policy

The U. S. Office of Education's (OE) first comprehensive conceptual statement describing its interpretation of the Department of Health, Education and Welfare policy on career education is presented in this booklet, the official version of an earlier draft. Topics discussed include: Conditions Calling for Educational Reform; Answering the Call for Educational Reform: The Rationale of Career Education; A Generic Definition of Career Education; Basic Concept Assumptions of Career Education; Programmatic Assumptions of Career Education; Career Education Tasks: Initial Implementation; Learner Outcomes for Career Education; and Basic Educational Changes Championed by Career Education. The discussion concludes that, when career education concepts have been completely integrated into the total fabric of all American education, the result should be abandonment of the term "career education" and adoption of some other major direction for educational change. The Appendix (Explanatory and Interpretive Statement), covering half of the document, illustrates what the consensus of career education leaders is about the position of career education as stated in the OE draft document. (The methodology for gathering consensus information is also described.) The table included in the appendix serves as an indicator of the degree of consensus existing among career education leaders from three different settings. (TA)

ED 130 077 CE 008 476

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology. Research Report No. 7. Volume 2, Radiologic Technologist Tasks Dealing with Patient Procedures. Part I: Tasks 7 through 386.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Contract—82-34-69-34

Note—566p.; For related documents, see CE 007 705, 008 477, and 008 699-700

EDRS Price MF-$1.00 HC-$30.13 Plus Postage.
Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis
Identifiers—Health Services Mobility Study

Part I of the second of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains 76 task descriptions covering most of the medical activities carried out by radiologic technologists. Chapter I of this volume defines "tasks" and tells how the descriptions were developed. Chapter 2 lists the tasks by system or area of the body, by the type of task function involved (such as "plain film" examinations, contrast examinations, teaching), and by main type of recipient (e.g., patient, pediatric patient, etc.). The steps of the task descriptions are presented in logical sequence in considerable detail by Code Number in Chapter 3, (part of which is in this book, Part I, the remainder in Vol. 2, Part II). (The work carried out by diagnostic radiologists and the tasks of administrative, machine-related, and nursing-type functions are found in Volumes 1 and 3. Volume 4 is an index of all the tasks in the three volumes. These task descriptions are offered for use as instructional materials, design of career ladders, for the structuring of jobs, and as inputs to the development of performance evaluation instruments and proficiency tests). (HD)

ED 130 078 **CE 008 477**
Gilpatrick, Eleanor
Task Descriptions in Diagnostic Radiology. Research Report No. 7. Volume 2, Radiologic Technologist Tasks Dealing with Patient Procedures. Part II: Tasks 307 through 526.
Health Services Mobility Study, New York, N.Y.
Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.
Pub Date—76
Contract—82-34-69-34
Note—695p.; For related documents, see CE 007 705, 008 476, and 008 699-700
EDRS Price MF-$1.33 HC-$36.83 Plus Postage.
Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis
Identifiers—Health Services Mobility Study

Part II of the second of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book is the remainder of Chapter 3, which contains 76 task descriptions covering most of the medical activities carried out by radiologic technologists. The steps of the task descriptions are presented in logical sequence in considerable detail by Code Number. (Part I of this volume contains Chapters 1, 2, and the first part of 3. Volume 4 is an index of all the tasks in the three volumes). These task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs, and as inputs to the development of performance evaluation instruments and proficiency tests. (HD)

ED 130 080 **CE 008 486**
Harris, Robert C. And Others
Indiana Leadership Development Program for Vocational Administrative Personnel. Technical Report.
Indiana State Board of Vocational and Technical Education, Indianapolis.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Contract—OEG-0-70-1971(725)
Note—109p.
EDRS Price MF-$0.83 HC-$6.01 Plus Postage.
Descriptors—*Administrative Personnel, *Administrator Education, Consortia, Cooperative Planning, Delivery Systems, Educational Administration, *Inservice Education, Leadership Training, Models, Post Secondary Education, Professional Personnel, Secondary Education, State Agencies, *State Programs, Statewide Planning, *Vocational Education, Workshops
Identifiers—Education Professions Development Act, EPDA, *Indiana

A project was conducted to provide in-service education to meet the specific interests and needs of the highest level vocational administrators associated with secondary, post-secondary, and Division of Vocational Education agencies in Indiana. The specific objectives were (1) to examine concepts of leadership relative to administration and supervision, (2) to expand understandings of interdisciplinary concepts, (3) to formulate sophisticated approaches to planning, conducting, and evaluation, (4) to refine competencies that will allow continuous growth in administrative roles, and (5) to facilitate positive working relationships among personnel in the three agencies. Total agency representation included 29 secondary administrators, 21 post-secondary administrators, and 11 consultants from state level administrative positions. A consortium of four state universities conducted the program using funds from Education Professions Development Act (EPDA) grants and university matching funds. Outcomes and the products of the programs included (1) refined administrative competencies, (2) improved communication between secondary and post-secondary administrators, (3) improved working relationship among the four state universities providing graduate vocational technical education programs, and (4) improved management of the agencies in the vocational education delivery system. Curriculum materials were developed and research and development products were produced by individual contracted studies. A new sole state agency for administering vocational technical education has been established and a research grant to pilot test regional planning models has been secured. (Author/HD)

ED 130 081 **CE 008 487**
Kim, Jin Eun Harris, Robert C.
A Cost-Effectiveness Analysis Model for Secondary Vocational Programs. Technical Report.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—Jun 76
Contract—SBVTE-8-75-C-5
Note—130p.; For related documents, see CE 008 488-489
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Cost Effectiveness, Data Analysis, *Data Collection, Educational Planning, Measurement, Measurement Instruments, *Models, *Program Administration, Program Costs, Program Effectiveness, Program Evaluation, *Program Planning, Records (Forms), Resource Allocations, Secondary Education, *Vocational Education
Identifiers—Indiana

A project was conducted to develop a cost-effectiveness model and data instruments to be utilized in the management of secondary vocational programs. Based upon reviewed literature, cost effectiveness analysis was conceptualized as an analytical technique and eight key elements were identified. The model that was then developed includes four major components: Vocational program classifications, program objectives and specifications, program outputs, and costs. Based upon the four components, the model was designed to generate three kinds of cost-effectiveness measures: (1) Program effectiveness, (2) cost efficiency, and (3) cost-effectiveness ratio and/or performance ratio. Five kinds of data instruments were produced: (1) School corporation information, (2) secondary vocational instructional program data, (3) student follow-up program rating scale, (4) employers' option on vocational training of employees, and (5) vocational instructional program cost data. In addition, a standard procedure for using the model and data instruments was conceptualized as three primary activities: Planning, implementing, and utilizing. A project advisory committee and national advisory panel for the project reviewed materials developed by the project staff making conclusions and recommendations. (Author/HD)

ED 130 082 **CE 008 488**
Kim, Jin Eun And Others
Cost-Effectiveness Analyses of Secondary Vocational Programs. Administrator's Manual.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—Jun 76
Contract—SBVTE-8-75-C-5
Note—127p.; For related documents see CE 008 487-489
EDRS Price MF-$0.83 HC-$7.35 Plus Postage.
Descriptors—*Administrator Guides, *Cost Effectiveness, Data Analysis, Data Collection, Educational Planning, Manuals, Measurement Instruments, *Models, *Program Administration, Program Costs, Records (Forms), Resource Allocations, Resource Materials, *Vocational Education
Identifiers—Indiana

This secondary level vocational administrator's manual is designed to increase awareness of cost-effectiveness analysis concepts, provide step-by-step procedures and analytical techniques for conducting a cost-effectiveness analysis study, and assist administrators in improving management skills by using appropriate information from the study in their decision making for program evaluation, development, and planning. An introductory section includes a summary of the cost-effectiveness analysis model developed by the authors (and published as a separate technical report). The activities outlined for administrators include (1) determining the purpose of the analysis, (2) identifying appropriate resources, (3) developing a study plan, (4) collecting required data, (5) computing cost-effectiveness measures, (6) interpreting the measures, and (7) utilizing the results. Included also are analytical forms and instruments coordinated with the instructional/outlines for each activity. (Author/HD)

ED 130 083 **CE 008 489**
Harris, Robert C. Kim, Jin Eun
Cost-Effectiveness Materials for Locally Conducted Secondary School Vocational Education Program Investigations. Final Report.
Indiana Univ., Bloomington. School of Education.
Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.
Pub Date—Jun 76
Contract—SBVTE-8-75-C-5
Note—34p.; For related documents, see CE 008 487-488
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.
Descriptors—*Cost Effectiveness, Data Analysis, Data Collection, Educational Planning, Measurement, *Models, *Program Administration, Program Costs, Program Effectiveness, Program Evaluation, *Program Planning, Secondary Education, *Vocational Education
Identifiers—Indiana

The primary purpose of the project was to develop cost-effectiveness materials to be used in conducting locally directed secondary school vocational education program investigations. Based on a literature review, eight key elements in the cost-effectiveness system were identified and a conceptual model and data instruments for cost-effectiveness analysis for secondary vocational programs were developed. (These are published as a separate technical report.) This work resulted in an administrator's manual conceived as a self-instructional guide. (The manual is published as a separate document.) The model, data instruments, and the manual were examined by research and evaluation experts and vocational administrators. The development of the cost-effectiveness analysis model included (1) specification of program objectives, (2) identification of output indicators, (3) delineation of cost analysis, (4) presentation of mathematical formulas for computing cost-effectiveness measures, (5) presentation of five types of data instruments and forms, and (6) delineation of standard procedures for using the cost-effectiveness system. (Author/HD)

ED 130 084 **CE 008 493**

Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 4.

Ohio State Univ., Columbus. Center for Vocational Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—10,851p.

EDRS Price MF-$19.03 Plus Postage. HC Not Available from EDRS.

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, *Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, *Instructional Materials, *Microfiche, Resource Materials, *Technical Education, Trade and Industrial Education, *Vocational Education

Documents announced in the Volume 9, Number 4 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 10, Number 1. The microfiche set is arranged in the following sequence: (1) A VT number list of those documents in the microfiche set for Volume 9, Number 4, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author)

ED 130 085 **CE 008 497**

Hoyt, Kenneth B.

Application of the Concept of Career Education to Higher Education: An Idealistic Model. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—20p.; The 3-page bibliography may not reproduce well because of small italic type

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, Curriculum Development, Definitions, Demonstration Programs, Educational Change, Educational Objectives, Educational Responsibility, Employment, *Higher Education, *Institutional Role, Integrated Curriculum, *Models, *Program Development, School Community Relationship, School Industry Relationship

Career education is described as a concept designed to serve as a vehicle for educational reform in ways that will bring a more proper emphasis to "education as preparation for work" among basic goals of education at any level in the educational system. Several subconcepts of career education are discussed that seem to hold special relevance for change in higher education institutions: The changing relationships between education and work, the meaning of "work," the importance of multiple goals, career education as a concept rather than a program, and career education as a collaborative effort between education and the business/labor/industry community. In the second part of this monograph, an idealistic model is presented to illustrate what would constitute a comprehensive career education effort in a higher education institution, following the concepts outlined in the preceding section. Facets of the model discussed are the career education resource center; work experience, internships, and work study; teaching faculty; and curriculum. It is hoped that this paper may serve a useful purpose in helping higher education institutions, on an international scale, consider the possible utility that the career education concept holds for them. (TA)

ED 130 088 **CE 008 507**

Evans, Robert, Jr. And Others

The Impact of Work Tests on the Employment Behavior of Welfare Recipients.

Brandeis Univ., Waltham, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date—May 76

Contract—DOL-53-25-73-03

Note—102p.

EDRS Price MF-$0.83 HC-$6.01 Plus Postage.

Descriptors—Behavioral Science Research, Economically Disadvantaged, Employment, *Employment Patterns, *Employment Programs, *Federal Programs, Incentive Systems, Job Applicants, *Program Evaluation, Social Welfare, Unemployment, Urban Areas, *Welfare Recipients, Welfare Services

Identifiers—California (San Diego), Food Stamp Program, Nebraska (Omaha), New York (Rochester), Tennessee (Memphis), Texas (Fort Worth), United States, Work Tests

A study was conducted to determine whether existing work tests affected the timing and quality of jobs found after a period during which a person both received welfare benefits and had to register with the Employment Service (ES) in connection with their receipt. Six measurable aspects of a work test applicable to individuals were identified: Individuals could be (1) called into the ES office, (2) called in frequently, (3) questioned about job search activities, (4) asked for proof of job search activities, (5) referred to a job, and/or (6) pressured to accept a job. Based on a survey of 1966 Food Stamp (FS) and Aid to Families with Dependent Children (AFDC) and Aid to Families with Dependent Children of Unemployed Fathers (AFDC-UF), the study was conducted in five cities using a questionnaire designed to capture employment experience following a stretch of unemployment or part-time employment during which respondents received FS or AFDC/AFDC-UF benefits. Three principal concerns were (1) how the application of the work tests varied by city and within cities by type of individual; (2) how the different work tests influenced job search patterns; and (3) how they influenced employment behavior. The overall conclusion is that results of the study provide a pessimistic picture of the usefulness of existing work tests in encouraging registrants to return to work. This report organizes the findings and conclusions under each of the three principle concerns and presents general conclusions and recommendations in the form of policy alternatives. (JT)

ED 130 091 **CE 008 522**

Career Development Intensified Teacher Training Workshop for North Dakota Teacher Educators. Handbook for Teacher Education.

North Dakota State Board for Vocational Education, Bismarck.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—May 76

Note—22p.

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Career Education, *Curriculum Development, Curriculum Guides, *Education Courses, Elementary School Teachers, Elementary Secondary Education, Higher Education, Learning Activities, Methods Courses, *Preservice Education, Resource Materials, Secondary School Teachers, Teacher Education, *Teacher Education Curriculum, Vocational Development

Identifiers—North Dakota

Based on the concept that career education can offer special meaning and motivation to each specialty within teacher education institutions, this handbook is designed for use by teacher educators from varied disciplines. Suggestions are provided for helping prospective teachers develop a personal philosophy of career education. Pre-service teacher objectives are listed and the section, "Implementation of Career Education in the College and University," includes career education concepts to be taught to teacher education students. The concepts can be used in a separate course of study or infused into existing courses. An outline is presented for infusing a career education unit into a Special Methods Course or a Philosophy of Education Course. Additional suggestions are provided for making career education a part of the education sequence of courses. A "Teacher Career Education Course Outline" is included in the handbook along with a list of learning resources. The concluding section on implementing career education in the classroom includes activities which illustrate how career education concepts are infused into various subject areas. (MP)

ED 130 092 **CE 008 523**

The Efficacy of Career Education.

National Advisory Council for Career Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—145p.; Compilation of ED 121 953 and 122 003-005

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—*Academic Achievement, *Career Awareness, *Career Education, Data Analysis, *Decision Making, Decision Making Skills, *Educational Assessment, Educational Objectives, Educational Research, Elementary Secondary Education, Evaluation Methods, Literature Reviews, National Surveys, *Program Effectiveness, Research Projects, Self Concept, State of the Art Reviews, Student Attitudes, Student Motivation

Four studies compiled in this document cover career awareness, academic achievement, career decision-making, and other ways of assessing effectiveness. Each area is developed through (1) literature reviews, (2) input gathered from state coordinators of career education and from local practitioners, and (3) reported data which represents application of the specific treatment. The papers include data tables, bibliographies, and appendixes, in addition to extensive descriptions of projects reviewed for the studies. Major couclusions resulting from these studies are reported as follows: (1) Educational programs designed to develop career awareness in students are making statistically significant changes in student development; (2) positive changes in the self concepts and work habits of some students have taken place, and further studies may net more hard data that career education can aid the development of students' acquisition of fundamental skills; (3) career education programs have the potential power to produce career decision-making effects which are specific and desirable, but a sound theoretical research base for prescribing and reporting decision-making activities seems lacking; and (4) students in grades K-12 generally respond positively to participation in career education programs and their attitudes appear to improve with increased exposure to career education programs and services. (TA)

ED 130 093 **CE 008 529**

Bregman, Ralph And Others

Report of Study on Vocational Programs in Selected California Correctional Institutions for Male Felons.

Pub Date—30 Jun 75

Contract—34-32102-C-4-34

Note—399p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Correctional Rehabilitation, Data Collection, Employment Opportunities, Employment Programs, *Males, *Prisoners, *Program Planning, Program Proposals, Research Reviews (Publications), *Vocational Education

Identifiers—California

This study represents the combined efforts of three separate institutions (California Department of Education, the California Department of Corrections, and the California Advisory Council for Vocational Education and Technical Training) to obtain data for more responsible program planning. Research strategy was developed to elicit facilitating or inhibiting factors from a variety of sources: Literature on prison work or skill training; previous studies of California's institutional vocational training programs; and inmates, parolees, parole officers, employers, and institutional vocational training personnel. Chapters 1 through 4 of this report each set forth the knowledge and experience of a particular referent or group. To illustrate, the documentation for Chapter 3 was prepared from previous studies on, or related to, California's institutional vocational programs. Then views from these sources are summarized and commented upon in Chapter 5. Chapter 5 then provides the substance for the last chapter, (6) which describes a Vocational Education Model for Corrections and fifteen subproposals. References, additional reading or resources, and three appendixes (Inmate Survey Questionnaires; Parolee, Employer Parole Officer Questionnaire; Inventory-Program Planning Activities) are included. (HD)

ED 130 094 **CE 008 557**

Critical Issues in Vocational-Technical Education. Annual Regional Vocational Education Leadership Development Conference. Conference Proceedings. (1st, Atlanta, Georgia, April 4-7, 1976).

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—155p.; For related documents, see CE 008 558-570

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Abstracts, Conference Reports, *Educational Problems, *Educational Trends, Leadership Training, Speeches, *Vocational Education

Identifiers—EPDA: Education Professions Development Act, Georgia

The purpose of this Education Professions Development Act (EPDA) awardee sponsored conference was to continue and expand opportunities for leadership development through planning, implementing, and participating in conducting of a professional conference. "Critical Issues in Vocational Education" was the theme of the conference. Each of the nine participating institutions presented two papers, one pertaining to a critical issue in vocational education as identified in Section 403 of H.R. 6251, and the other addressing a special interest area of the institution. In addition, noted leaders in the field of education addressed issues of relevance to the conference participants. The current status of vocational legislation was the topic of a symposium. This document contains abstracts of the critical issue papers and special interest topic presentations delivered by the EPDA fellows from each of the participating institutions, the texts or abstracts of the topics addressed by each of the guest speakers, the symposium presentations, and a conference evaluation. (HD)

ED 130 095 **CE 008 558**

Couch, Sue Henry, Sarah

Competency-Based Vocational Education.

Pub Date—Apr 76

Note—14p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Consortia, *Curriculum Development, Educational Problems, *Educational Trends, *Performance Based Education, Regional Programs, *Vocational Education

Identifiers—Kentucky, Vocational Technical Education Consortium States, V TECS

One of a series of papers on critical issues in vocational-technical education, this paper discusses four aspects of Competency-Based Vocational Education (CBVE): What is CBVE?, Why CBVE?, V-TECS (Vocational-Technical Education Consortium of States)–A System of Curriculum Development, and Problems–Issues. Focus is on Kentucky program development as an outgrowth of involvement in the 7-state V-TECS project. (HD)

ED 130 096 **CE 008 559**

Brannon, Donald R.

Issues in Vocational Education Evaluation.

Pub Date—Apr 76

Note—18p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Assessment, Educational Policy, Educational Problems, *Educational Trends, Efficiency, Evaluation, Program Effectiveness, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper identifies and explores four issues in evaluation of vocational education: (1) Time and Performance, (2) Evaluation of Outputs and/or Outcomes, (3) Evaluation of Efficiency and Effectiveness, and (4) Policy Evaluation. (HD)

ED 130 097 **CE 008 560**

Kaufman, Jack Teselowski, Dennis

Techniques for Assessing Interests, Aspirations, and Potential of Vocational Education Students.

Pub Date—Apr 76

Note—9p.; Not available in hard copy due to marginal reproducibility of the original document. Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Educational Assessment, Educational Problems, *Educational Trends, Individual Needs, *Needs Assessment, Psychological Tests, Student Evaluation, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper develops the thesis that vocational evaluation, a specialized division of vocational rehabilitation, has accrued a body of skills and techniques which might prove valuable to vocational educators. The four primary techniques (psychological testing, work sampling, situational assessment, and job tryout) are presented along with a synopsis of their origins and history. The implicit assumption is that the ability to improve special needs programming will increase in proportion to our ability to assess the needs of students. (HD)

ED 130 098 **CE 008 561**

Buffer, Loretta C. And Others

Articulation in Education.

Pub Date—Apr 76

Note—25p.; Parts of the 6-page bibliography may not reproduce well because of light, broken type. Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Articulation (Program), Curriculum, Educational Problems, *Educational Trends, Interinstitutional Cooperation, Program Planning, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper discusses problems and possible solutions to the need for special consideration of individual needs as students migrate within and between educational programs. Articulation is required so that students may move from program to program, or from institution to institution, with a minimum of wasted time and duplicated effort. Problem areas in planning for articulation that are identified and discussed are students, curriculum and instruction, student personnel services, facilities and resources, mistrust among faculties, and institutional autonomy . What some states are doing in regard to articulation is described briefly, and a discussion of the future of articulation is included. (HD)

ED 130 099 **CE 008 562**

Johnson, Carole And Others

Priority Planning Pierces the Personpower Puzzle: Facing the Facts in Forecasting.

Pub Date—Apr 76

Note—50p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Curriculum Development, Economic Research, Educational Problems, *Educational Trends, Human Resources, Job Satisfaction, Labor Market, *Labor Supply, Manpower Development, *Manpower Needs, Prediction, *Program Planning, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper presents an overview of (1) manpower supply and demand factors, (2) techniques for geographic allocation of resources, and (3) strategies for curricular prioritization and determination as they relate to program planning for vocational education. Emphasis is on the components needed for correlating vocational education with present and future labor market trends, four specific methods of demand forecasting, the ingredients of supply analysis, and the utilization of job satisfaction data as related to labor supply and demand. (HD)

ED 130 100 **CE 008 563**

Gonzalez, Jose Vasquez, Anibal

The Need for Bilingual-Vocational Education in America.

Pub Date—Apr 76

Note—13p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Bilingual Education, Cultural Factors, *Educational Needs, Educational Problems, *Educational Trends, Languages, Program Plan-

ning, *Vocational Education
Identifiers—United States

One of a series of papers on critical issues in vocational-technical education, this paper discusses the need for a bilingual-vocational education program in America emphasizing that oral and written language is not the only or even most important variable in developing a bilingual-vocational education program and that an understanding of the cultural background of each non-English speaking student will provide both parties (teacher and student) mutual rapport to simplify the teaching-learning process. Eight conclusions and recommendations are included for program improvement at the national level. (HD)

ED 130 101 CE 008 564

Covey, Ned And Others

Development of Training Opportunities for Individuals in Rural Areas.

Pub Date—Apr 76

Note—23p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—*Educational Problems, *Educational Trends, Program Planning, *Rural Education, *Vocational Education

One of a series of papers on critical issues in vocational-technical education, this paper examines rural education as it now exists, and some of the diagnostic information available which will assist in identifying some specific needs. Some problems in meeting needs are discussed, and it is noted that data about the students, the adult population, the job market, the state-of-the-art of present programs, the demographic, industrial and economic, and land use information must be a part of planning and decision making. Also emphasized is consideration of the resources and present services available and the concerns of the community about maintaining present programs, or extending and improving them, or implementing new programs. (HD)

ED 130 102 CE 008 565

Aiken, William C. And Others

Meeting the Training, Counseling, and Placement Needs of Unemployed Youth and Adults.

Pub Date—Apr 76

Note—11p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers, see CE 008 557-570. Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adults, Educational Problems, Educational Trends, Federal Programs, Job Placement, *Unemployed, Vocational Counseling, *Vocational Education, Youth

One of a series on critical issues in vocational-technical education, this paper cites a number of programs for training unemployed youth and adults, most of them funded through federal legislation, and discusses the role of the vocational educator in counseling and placing unemployed people. (HD)

ED 130 104 CE 008 567

Copeland, Gordon F.

Urban Vocational Education: The National Advisory Council's Recommendations and Their Applicability to the Inner City Public School System.

Pub Date—[76]

Note—14p.; Paper presented at the Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-570

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Case Studies, Educational Problems, Educational Trends, Inner City, Program Evaluation, Public School Systems, *Urban Education, Urban Schools, *Vocational Education

One of a series on critical issues in vocational-technical education, this paper applies the National Advisory Council on Vocational Education recommendations concerning urban vocational education to a specific inner city school system, the Durham, North Carolina, Public School System, which is seen as a microcosm of our large urban systems. Issue is taken with the Council's recommendations, and suggestions are made which are considered applicable to other urban systems to further enhance urban vocational education. (HD)

ED 130 105 CE 008 568

Wright, Jerauld B.

Urban Vocational Education: A Summary of Recommendations by the National Advisory Council on Vocational Education.

Pub Date—[75]

Note—15p.; For a related document see ED 110 603

EDRS Price MF-$0.83 HC-$1.67 Plus Postage.

Descriptors—Administrative Policy, Advisory Committees, *Educational Needs, *Educational Problems, National Programs, Policy Formation, State of the Art Reviews, State Programs, *Trend Analysis, Urban Areas, *Urban Education, *Vocational Education

Identifiers—National Advisory Council on Vocational Education, United States

The research and evaluation consultant for the North Carolina Advisory Council on Vocational Education summarizes the position of the National Advisory Council based on their special 1974 report entitled "Report on Urban Vocational Education" supplemented by the annual reports from 1972 to 1975. Noting that the report summarizes hearings held in five different cities (Washington, Pittsburgh, Atlanta, Houston, and Los Angeles) providing testimony about some innovative and exemplary programs, he notes the common concerns: (1) The development of career education, K-12, (2) the expectation that schools address broad social problems which do not have simple solutions, (3) the high unemployment rate among youth in cities, intensified by racial discrimination which is more serious in large cities, and by the flight of businesses to suburbs, (4) the low range of occupations offered by school vocational programs, (5) too few students being reached by vocational programs, (6) inadequate preparation of students in basic English and math, (7) females being kept out of high-paying fields, and (8) programs not meeting the needs of local employment markets. Recurrent themes from the testimony are said to indicate areas of special concern for improving urban vocational programs: Program expansion, funding, relevance of courses, coordination among employers and unions and schools, counseling and placement, image of vocational education, private schools, discrimination, and needs of handicapped students. Specific recommendations based on information gained through the hearings, substantiated by information from the reports of the state advisory councils, are listed for federal, state, and local levels. (JT)

ED 130 106 CE 008 570

Allen, W. Carolyn And Others

Correction of Sex Discrimination and Sex Stereotyping in Education.

Florida State Univ., Tallahassee. Coll. of Education.

Pub Date—76

Note—35p.; Paper presented at Southern Region Vocational Education Leadership Development Conference (Atlanta, Georgia, April 4-7, 1976). For related papers see CE 008 557-569

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Affirmative Action, Counselor Attitudes, Court Role, *Curriculum Development, Educational Alternatives, Educational Attitudes, Elementary Secondary Education, Employment Practices, Employment Trends, Equal Education, Equal Protection, *Nondiscriminatory Education, School Responsibility, *Sex Discrimination, *Sex Role, Sex Stereotypes, Teacher Attitudes, *Vocational Education, Work Attitudes, Working Women

Questions concerning academic and vocational questions were answered by examining how legislation affects and corrects sex role stereotyping, societal attitudes and sex bias, and employment patterns of men and women at present and in the future. Educational practices that promote sex discrimination were investigated in the following areas: Enrollment in particular educational programs, counseling bias, teacher attitude, instructional materials, and educational leadership. Sex role stereotyping in vocational education was found to occur in all program areas and on all levels ranging from administrators to students. Through the identification of societal and attitudinal factors that contribute to sex role stereotyping in employment and educational practices, it was discovered that not one set of elements existed, but an interwoven set of circumstances, which are tolerated if not accepted by society. For vocational education to act as an example for change for other areas of education, leadership must be willing to initiate changes starting with their own attitudes. (TA)

ED 130 107 CE 008 571

Davis, Edward L. And Others

Vocational Education Programs for the Disadvantaged Student.

Georgia Univ., Athens. Div. of Vocational Education.

Pub Date—76

Note—42p.; Paper presented at the Vocational Education Leadership Development Conference, (Atlanta, Georgia, April, 4-7, 1976)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Definitions, *Disadvantaged Youth, Educational Legislation, *Educational Trends, *Federal Legislation, Literature Reviews, Program Evaluation, State of the Art Reviews, Student Evaluation, Teaching Methods, Teaching Techniques, *Vocational Education

Identifiers—United States

A review of the literature was conducted to identify the current status and direction of the effort to meet the individual needs of the disadvantaged student through vocational education. The major data source was the ERIC (Educational Resources Information Center) collections for the time period between 1960 and 1975. Data was subdivided into four categories: (1) Definition and identification of the disadvantaged student, (2) the legislation concerning disadvantaged students in vocational education, (3) approaches to effectively teaching the disadvantaged in vocational education, and (4) the evaluation of those approaches. The major portion of this paper summarizes the findings in each of the four areas: Definition (13 pages and a 12-item bibliography); Legislation, a listing and brief summary of federal acts (7 pages and a 23-item bibliography); Teaching Approaches (6 pages and an 8-item bibliography); and Evaluation (4 pages and no bibliography). (JT)

ED 130 109 CE 008 578

Fago, David P. Sedlacek, William E.

Career Attitudes Related to Traditional and Non-Traditional Views of Occupational Prestige. Research Report No. 7-75.

Maryland Univ., College Park. Counseling Center.

Pub Date—[75]

Note—15p.; Not available in hard copy due to marginal legibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Attitudes, *Career Choice, *Changing Attitudes, College Students, Economic Status, Higher Education, Individual Needs, *Occupational Choice, Professional Occupations, Skilled Occupations, Social Attitudes, *Social Influences, Social Science Research, *Social Status, *Social Values, Socioeconomic Influences, Status

A questionnaire requesting subjects to rank 16 occupations according to "how you perceive their social standing" (prestige ranking) was administered to 154 undergraduate students. From an analysis of the rankings, students were labeled Traditional (N=73) and Non-Traditional (N=74) and were then compared on demographic and attitudinal variables. Non-Traditional students tended to rank the skilled trades higher in prestige than did Traditional students. Analysis of variance indicated that Traditional students, compared to Non-Traditional students, were more interested in career advancement and high initial and anticipated future earnings, but were less concerned with (1) having an impact on society, (2) the need for intellectual challenges or interactions, or (3) financing their education. No significant main effect or interactions due to sex were found, nor were there significant demographic differences between the two groups. The implications of possible shifts in what has been an extremely stable occupational prestige hierarchy and related issues are discussed. Three tables show student rankings and means and standard deviations for the two groups. (TA)

ED 130 110 **CE 008 579**

Help Wanted. Sexism in Career Education Materials. How to Detect It and How to Counteract Its Effects in the Classroom.

Women on Words and Images, Princeton, N. J.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—75
Contract—NIE-C-74-0138
Note—51p.
Available from—Women on Words and Images, P. O. Box 2163, Princeton, N. J. 08540
Document Not Available from EDRS.

Descriptors—Career Awareness, *Career Education, Discriminatory Attitudes (Social), Educational Research, Educational Resources, Elementary Secondary Education, Enrichment Activities, Equal Opportunities (Jobs), *Instructional Materials, *Instructional Media, Language Role, Media Selection, Post Secondary Education, *Role Perception, *Sex Discrimination, Sex Role, *Sex Stereotypes, Social Attitudes

A 4-part summary of research on career education materials comprises this report. First, it provides some documentation on the extent to which sex-role stereotyping was found in an analysis of more than 80 randomly selected K-12 and post-secondary career education materials. Second, the report offers general advice to teachers and counselors for detecting and counteracting sexism in those materials currently in classroom use. Third, it presents a teacher/counselor activity checklist for enriching career opportunity awareness. Finally, the report lists organizations and products which are considered nonsexist sources and resources. A tabulation of the occupations derived from the materials studied is appended. (TA)

ED 130 111 **CE 008 613**

Lee, Jasper S.

Understanding the Agribusiness Concept.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Spons Agency—Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
Pub Date—76
Note—28p.
EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—*Agribusiness, *Agricultural Production, Agriculture, *Assembly (Manufacturing), Definitions, *Fundamental Concepts, Marketing, Systems Development

Designed to aid in learning the main ideas of the agribusiness concept, this document answers the following questions, treating each answer in a separate explanatory section: (1) What is the meaning of the terms "agriculture" and "agribusiness"? (2) What is the relationship of agriculture and agribusiness? (3) What is involved in tracing an agricultural product from origin to consumption? (4) What were the major contributors to the development of agribusiness? (5) How did the development of agribusiness occur? and (6) What are the essential components of agribusiness activity? Diagrams are included to supplement the text. A bibliography is appended. (SH)

ED 130 113 **CE 008 635**

Occupational Orientation: Personal and Public Service Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.
Pub Date—[75]
Note—155p.; For related documents see CE 008 635-639
EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Activity Learning, Attitude Tests, Career Awareness, *Career Exploration, Criterion Referenced Tests, Curriculum, Instructional Materials, *Learning Activities, Lesson Plans, *Occupational Clusters, Occupational Guidance, Performance Based Education, *Public Service Occupations, Secondary Education, *Service Occupations, Service Workers

Identifiers—Illinois

These experimental curriculum materials for one of five clusters developed for the occupational orientation program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the personal and public service occupations field. The 29 LAPS, each focusing on a different occupation, are grouped under 11 categories: (l) Personal and Public Service Occupations (General), (2) Hospitality Careers, (3) Clothing Management, Production, and Service Careers, (4) Personal Services, (5) Institutional and Home Management Careers, (6) Home Furnishings, Equipment, and Services Careers, (7) Human Development Service Careers, (8) Protection Service Careers, (9) Transportation Careers, (10) Government Careers, and (11) Personal and Public Service Occupations (General). Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Seven student forms, and lists of 33 references and of 64 addresses for obtaining resources are appended. (HD)

ED 130 114 **CE 008 636**

Occupational Orientation: Health Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.
Pub Date—[75]
Note—228p.; For related documents see CE 008 635-639
EDRS Price MF-$0.83 HC-$12.71 Plus Postage.

Descriptors—Activity Learning, Attitude Tests, *Career Exploration, Criterion Referenced Tests, Curriculum, *Health Occupations, Health Services, Instructional Materials, *Learning Activities, Lesson Plans, Medical Services, *Occupational Clusters, Occupational Guidance, Paramedical Occupations, Performance Based Education, Secondary Education

Identifiers—Illinois

These experimental curriculum materials for one of five clusters developed for the occupational program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the health occupations field. The 28 LAPs, each with a different occupation focus, are grouped under seven categories: (1) Health Occupations (General), (2) Medical, Dental and Nursing Occupations, (3) Related Health Specialties, (4) Physical, Mental, and Social Rehabilitation Occupations, (5) Clinical Laboratory and Related Technical Occupations, (6) Environmental and Public Health Occupations, and (7) Administrative, Business, and Clerical Occupations. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Student forms (Resource Person Information Sheet, Field Trip Observation Form, Interview Questions, Observation/Interview Form) and lists of 34 references and 81 addresses for obtaining resources are appended. (HD)

ED 130 115 **CE 008 637**

Occupational Orientation: Business, Marketing and Management Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.
Pub Date—[75]
Note—200p.; For related documents see CE 008 635-639
EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Activity Learning, Attitude Tests, Business, Business Education, *Career Exploration, Clerical Occupations, Criterion Referenced Tests, Curriculum, Instructional Materials, *Learning Activities, Lesson Plans, Managerial Occupations, Marketing, Occupational Clusters, Occupational Guidance, *Office Occupations, Performance Based Education, *Sales Occupations, Secondary Education

Identifiers—Illinois

These experimental curriculum materials for one of five clusters developed for the occupational orientation program in Illinois include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the business, marketing, and management occupations field. The 31 LAPs, each focusing on a different occupation, are grouped under four categories: (1) General Information, (2) Marketing, (3) Office, and (4) General. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Student forms (Resource Person Information Sheet, Field Trip Observation Form, Interview Questions, Observation/Interview Form), and lists of 11 references and of 47 addresses for obtaining resources are appended. (HD)

ED 130 116 CE 008 638

Occupational Orientation: Applied Biological and Agricultural Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.

Pub Date—[75]

Note—178p.; For related documents see CE 008 635-639

EDRS Price MF-$0.83 HC-$10.03 Plus Postage.

Descriptors—Activity Learning, Agribusiness, Agricultural Machinery Occupations, *Agricultural Occupations, Agricultural Production, Attitude Tests, *Biological Sciences, *Career Exploration, *Conservation (Environment), Criterion Referenced Tests, Curriculum, Environment, Farm Mechanics (Occupation), Forestry Occupations, Horticulture, Instructional Materials, *Learning Activities, Lesson Plans, Natural Resources, *Occupational Clusters, Occupational Guidance, Performance Based Education, Secondary Education

Identifiers—Illinois

These experimental curriculum materials, from one of five clusters developed for the occupational orientation program in Illinois, include a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the applied biological and agricultural occupations. The 30 LAPs, each with a different occupation focus are grouped under six categories: (1) Applied Biological and Agricultural Occupations, (2) Agricultural Mechanics, (3) Agricultural Products, Supplies, Sales, and Services, (4) Natural Resources, Forestry, and Environmental Control, (5) Ornamental Horticulture, and (6) Production Agriculture. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on-experience in representative jobs within the career field. This document contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Eleven student forms, 21 references, and 26 addresses for obtaining resources are appended. (HD)

ED 130 117 CE 008 639

Occupational Orientation: Industrial Oriented Occupations. Experimental Curriculum Materials.

Illinois State Office of Education, Springfield.

Pub Date—[75]

Note—98p.; For related documents see CE 008 635-639

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Activity Learning, Attitude Tests, Building Trades, *Career Exploration, Criterion Referenced Tests, Curriculum, Electrical Occupations, Energy, Graphic Arts, Instructional Materials, *Learning Activities, Lesson Plans, Metal Working Occupations, *Occupational Clusters, Occupational Guidance, Performance Based Education, Secondary Education, Shop Curriculum, Technical Occupations, *Trade and Industrial Education

Identifiers—Illinois

These experimental curriculum materials, for one of five clusters developed for the occupational orientation program in Illinois, contain teacher references and a series of learning activity packages (LAPs) designed to acquaint the student with the wide range of occupational choices available in the industrial oriented occupations field. The 30 LAPs, each focusing on a different occupation are grouped under six categories: (1) Industrial Occupations (General), (2) Combined Metal Trades, (3) Construction Trades, (4) Electronics and Instrumentation, (5) Energy and Power, and (6) Graphic Communications. Each LAP identifies the category, the focus, the activity, and the objective. It lists the equipment, supplies, and forms needed, states the rationale, and describes the suggested procedure and alternate activities. The activities are designed to give students the opportunity to research, observe, and gain hands-on experience in representative jobs within the career field. This document also contains the Student Awareness/Attitude Inventory, and guidelines for developing pre-post assessment tests. Student forms (Field Trip Observation Form, Resource Person Information Sheet, Interview Questions, and Observation/Interview Form) and lists of 12 references and of 70 addresses for obtaining resources are appended. (HD)

ED 130 118 CE 008 654

Hoyt, Kenneth

Community Resources for Career Education. Monographs on Career Education.

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date—76

Note—34p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 017-080-01615-0, $0.-55; minimum charge of $1.00 for each mail order)

EDRS Price MF-$0.83 HC-$2.06 Plus Postage.

Descriptors—Agency Role, *Career Education, Community Agencies (Public), *Community Resources, Conference Reports, *Educational Programs, Educational Responsibility, Leadership Responsibility, *National Programs, Private Agencies, Program Development, Program Planning, *School Community Relationship, *School Industry Relationship, Youth Agencies

Identifiers—United States

Major issues of two mini-conferences for business/labor/industry community representatives with extensive experience and involvement in career education are reported in this monograph. Focus is on recognizing and utilizing community resources that now exist and moving actively toward building new community resources. To this end, the monograph describes the principle of collaboration in career education and delineates the major kinds of career education activities calling for collaborative efforts between educators and the business/labor/industry community. Eleven current major national programs involved in career education are described; it is suggested that if these national efforts can be made an integral part of a total community career education effort, the goals of career education will be enhanced. Examples of how local community resources are used for career education are presented, based on the recognition that local, not national, efforts will determine the effectiveness of implementation of career education. Further issues on policy and directional questions are discussed. Lists of the two mini conferences' participants are appended. (TA)

ED 130 119 CE 008 659

Planning for Continuous Occupational Education Programs Between Secondary and Postsecondary Education.

Michigan State Dept. of Education, Lansing.

Pub Date—75

Note—19p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—*Administrative Problems, Administrator Responsibility, Articulation (Program), *Cooperative Planning, *Educational Coordination, *Educational Planning, Educational Programs, Post Secondary Education, *Program Administration, Program Improvement, Secondary Education, State Programs, Statewide Planning, *Vocational Education

Identifiers—Michigan

Pertinent problems are identified which act as deterrents in providing effective program coordination and articulation in occupational education. Also identified are some procedures currently being used to improve this situation and specific recommendations which should assist in solving problems that exist. The document proposes: (1) that all institutions submit a plan of articulation to the State Board of Education by a specified date; (2) that two demonstration projects on program articulation be funded through the Legislature; (3) that institutional role statements be developed at the local level; (4) that efforts continue toward the reorganization of community college districts and; (5) that emphasis should be given within the State Department of Education to ensure a uniform effort in encouraging horizontal and vertical coordination and articulation. (SH)

ED 130 120 CE 008 665

Interdisciplinary Cooperative Education Programs. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date—76

Note—370p.

EDRS Price MF-$0.83 HC-$19.41 Plus Postage.

Descriptors—Career Planning, Consumer Education, *Cooperative Education, Cooperative Programs, Curriculum Guides, *High School Curriculum, Integrated Curriculum, *Interdisciplinary Approach, Law Instruction, Learning Activities, Lesson Plans, Safety Education, Senior High Schools, *Vocational Development, *Vocational Education

Eight units of study make up this senior high school Interdisciplinary Cooperative Education Program (ICEP) curriculum designed (1) to assist seniors in learning and developing the skills, knowledge, personal traits, health habits, work habits, safety habits, pride in achievement, and modes of conduct necessary for success; and (2) to assist them in making the transition from school to the World of work. Each unit contains a number of episodes (teacher-constructed plans for learning experiences). The Instructional Units are: (1) Orientation (5 episodes), (2) The World of Work (11 episodes), (3) Personal Growth and Effectiveness (8 episodes), (4) Career Information and Planning (18 episodes), (5) Consumer Education (28 episodes), (6) Community Services (3 episodes), (7) Law (19 episodes), and (8) Safety (5 episodes). The episode components are: Episode Name, Unit Number and Name, General Objectives, Related Concepts, Potential Centers, Proposed Evaluations, Proposed Strategies, Logistic Decisions, Related Content, and Episode Resources. The cooperative instructional units include Business and Office Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, and Trade and Industrial Education. An example of the teacher's Summary Report, the employer's Evaluation of the Cooperative Trainees' On-the-Job Work, and A Student Survey are included. (HD)

ED 130 121 CE 008 668

Guidance Workshop Manual. "The Dictionary of Occupational Titles"–A Basic Tool for Counselors and Teachers.

Project CAREER, Randolph, Mass.

Spons Agency—Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

Pub Date—May 73

Note—21p.; Not available in hard copy due to marginal reproducibility of original document. For related documents, see CE 007 961-962 and CE 008 669

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Guides, Information Sources, *Instructional Materials, Manuals, *Occupational Information, Resource Guides, Resource Materials

Identifiers—*Dictionary of Occupational Titles, Massachusetts, Project CAREER

Part of the Project CAREER guidance component, this manual was created to assist educators in understanding and effectively using the "Dictionary of Occupational Titles" (DOT). The manual is essentially a workbook of exercises in DOT utilization. Materials excerpted from Appendixes A and B of DOT, Volume II, are appended. (TA)

ED 130 129 **CE 008 684**

Robinson, Kathleen

Survey of Public Demand/Need for Postsecondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York. Final Report.

New York State Education Dept., Albany.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Aug 76

Note—162p.; Best copy available

EDRS Price MF-$0.83 HC-$8.69 Plus Postage.

Descriptors—Adult Characteristics, *Adult Education, *Adults, *Continuous Learning, *Educational Interest, *Educational Needs, Regional Planning, *Socioeconomic Influences, Surveys

Identifiers—New York

This report contains a survey assessing the needs of adults (in Western New York) for learning activities with the purpose of improving their educational opportunities. The report is divided into five units: (1) Introduction to the Project; (2) Regional Characteristics; (3) Research Methods; (4) Results of the Survey, which include such aspects as who is interested in participating in education, barriers to educational participation, reasons for participating in adult learning activities, topic preferences of adults, preferred learning conditions, financing adult learning programs, career retraining, and adult advisement; and (5) five appendixes, which give a description of the Survey Research Center, a definition of the ENAS (Erie Niagara Area Survey) substrata, sampling fraction and weighing formulas, a sample respondent selection key, and the needs survey questionnaire. A summary of recommendations is also included. (WL)

ED 130 130 **CE 008 693**

Exploration of Health Careers. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date—76

Note—82p.

EDRS Price MF-$0.83 HC-$4.67 Plus Postage.

Descriptors—Career Awareness, Career Education, *Career Exploration, Career Planning, *Core Courses, Course Content, Course Objectives, Curriculum Guides, Employment Qualifications, *Health Occupations, Health Occupations Education, Health Services, High School Curriculum, *Learning Activities, Occupational Information, Paramedical Occupations, Secondary Education, Vocational Education

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) Identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1–Orientation; Unit 2–Health Care Systems and Components; Unit 3–You, the Health Care Worker; Unit 4–Planning Your Health Career; Unit 5–Becoming a Patient; Unit 6–The Patient from Admission to Discharge; and Unit 7–The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips, a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

ED 130 131 **CE 008 699**

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology. Research Report No. 7. Volume 3, Machine-Related, Patient Care and Administrative Tasks: What Radiologists, Technologists, Nurses and Physicists Do to Run Things and Look After Patients and Equipment.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Contract—82-34-69-34

Note—417p.; For related documents, see CE 007 705, 008 476-477, and 008 700

EDRS Price MF-$0.83 HC-$22.09 Plus Postage.

Descriptors—Classroom Materials, Curriculum Guides, *Health Occupations Education, Health Services, Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study

The third of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains 149 diagnostic radiologist task descriptions that cover activities in the area of nursing (patient care), film processing, quality assurance, radiation protection, machine maintenance, housekeeping, and administration at the departmental level. (The medical activities of radiologists are covered in Volume 1 and the patient procedures of radiologic technologists are covered in Volume 2. The first three volumes present the tasks in a given area in numerical order by code number. Volume 4 is an index of all the tasks in the three volumes.) These task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs and assignment of work to job titles, and as inputs to the development of performance evaluation instruments and proficiency tests. Chapter 1 of this volume defines "tasks" and tells how the descriptions were developed. The task descriptions are presented in numerical order by code number in Chapter 3 where the steps of the task are described in logical sequence in considerable detail. Chapter 2 is a guide to the tasks arranged in logical groupings (1) by function, such as patient care, quality assurance, radiation protection; and (2) by type of recipient, such as patient or co-worker. (HD)

ED 130 132 **CE 008 700**

Gilpatrick, Eleanor

Task Descriptions in Diagnostic Radiology. Research Report No. 7. Volume 4, Index of Tasks by Code Number and Extended Name.

Health Services Mobility Study, New York, N.Y.

Spons Agency—City Univ. of New York, N.Y. Hunter Coll. School of Health Sciences.; City Univ. of New York Research Foundation, N.Y.; Employment and Training Administration (DOL), Washington, D.C.

Pub Date—76

Contract—DOL-82-34-69-34

Note—145p.; For related documents see CE 007 705, 008 476-477, and 008 699-700

EDRS Price MF-$0.83 HC-$7.35 Plus Postage.

Descriptors—Curriculum Guides, *Health Occupations Education, Health Services, Indexes (Locaters), Instructional Materials, Job Development, *Job Skills, Medical Services, *Occupational Information, Paramedical Occupations, Post Secondary Education, *Radiologic Technologists, Radiology, Skill Analysis, *Task Analysis

Identifiers—Health Services Mobility Study, HSMS

The fourth of four volumes in Research Report No. 7 of the Health Services Mobility Study (HSMS), this book contains the extended task names of all the tasks whose descriptions can be found in the three prior volumes. It serves as an index to all the tasks by listing the volume in which each task description appears. Chapter 1 of this volume defines "tasks" and tells how the descriptions were developed. Chapter 2 is a guide to the tasks arranging the abbreviated task names in two groupings with code numbers and volumes given. Groupings are by area or system of the body and by function, such as technologist contrast examinations, patient care, and radiation protection and monitoring. The extended task names are presented in numerical order by code number in Chapter 3. The task descriptions are offered for use as instructional materials, as inputs to the design of career ladders, for the structuring of jobs and assignment of work to job titles, and as inputs to the development of performance evaluation instruments and proficiency tests. (Volume 1 contains 143 task descriptions covering most of the medical activities carried out by diagnostic radiologists. Volume 2 (Part I and Part II) contains 76 task descriptions, most of which are examination tasks carried out by radiologic technologists. Volume 3 contains 149 task descriptions that cover activities in the area of nursing (patient care), film processing, quality assurance, radiation protection, machine maintenance, housekeeping, and administration at the departmental level). (HD)

ED 130 133 **CE 008 869**

Scalice, John J.

Basic Data Processing.

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Report No.—VT-103-201

Pub Date—Jun 76

Note—149p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey (BE-198, $2.50)

Document Not Available from EDRS.

Descriptors—*Computer Science Education, *Data Processing, Instructional Materials, Secondary Education, Study Guides, Vocational Education

This study guide in data processing is designed to make the subject accessible to the secondary student. It contains the following units: Historical Developments, Understanding the Computer, Careers in Data Processing, The Tabulating Card, Keypunching, Interpreting, Sorting, The 514 Reproducer, The 85 Collator, and The 402 Accounting Machine. The lessons within each unit consist of objectives, related information, and assignments. Photographs, drawings, and diagrams illustrate the text. A quiz completes each unit. (NJ)

ED 130 134 **CE 008 886**

Research and Development Project in Career Education. Curriculum Resource Guide. Volume I–Grades 1-4.

Petersburg Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-103-218

Pub Date—74

Contract—OEG-0-73-2990

Note—260p.; Not available in hard copy due to marginal reproducibility of the original document. For related documents, see CE 008 887-888

EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bibliographies, *Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, *Elementary School Curriculum, Fused Curriculum, Grade 1, Grade 2, Grade 3, Grade 4, *Learning Activities, Lesson Plans, Resource Materials, Student Evaluation, Unit Plan

This first of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 1-4. The units for Grades 1-4 respectively are: Finding Out About the World of Work, Careers in Our Neighborhood and Community, Careers in and Around the City, and Careers in Our City and State. The general format for each unit includes an introduction, educational goals, career education concepts, informational (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, miscellaneous materials (primarily letters to parents and/or resource persons), and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the related content areas (for example, math and social studies) and the materials needed are listed. A bibliography of career education materials completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

ED 130 135 CE 008 887

Research and Development Project in Career Education. Curriculum Resource Guide. Volume II—Grades 5-8.

Petersburg Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.; Virginia State Dept. of Education, Richmond. Div. of Vocational Education.

Report No.—VT-103-219

Pub Date—74

Contract—OEG-0-73-2990

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EDRS Price MF-$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Behavioral Objectives, Bibliographies, Career Awareness, *Career Education, Career Exploration, *Curriculum, *Curriculum Guides, Fused Curriculum, Grade 5, Grade 6, Grade 7, Grade 8, Intermediate Grades, Junior High Schools, *Learning Activities, Lesson Plans, Resource Materials, Student Evaluation, Unit Plan

This second of a 3-volume curriculum guide covering Grades 1-9 contains four master units which incorporate career education concepts into the existing curriculum for Grades 5-8. Focusing on careers in the city, state, and nation, the units for Grades 5 and 6 continue the career awareness activities developed for the primary grades. Activities in the career orientation and exploration unit for Grade 7 are grouped by subject areas: Reading, language arts, social studies, and mathematics. The program for eighth grade social studies explores various occupational clusters through seven subunits: The individual, prejudice, elections, war, government, democracy, and technology. The general format for each unit includes an introduction, educational goals, career education concepts, information (behavioral) objectives, instructional procedures, suggested student outcomes, evaluation methods, and a bibliography. The instructional procedures are activities and experiences designed to achieve the stated goals and objectives. For each activity, the necessary resource materials are listed. A bibliography of career education materials (46 pages) completes the document. Entries are arranged alphabetically by type of material and include articles, books, and pamphlets. The information provided for pamphlets, which constitute the largest number of references, is the title and availability. (Author/RG)

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This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

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The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Subject Term — **Task Analysis**
Title of Document — Proceedings of a Symposium on Task Analyses/Task Inventories.
ED 126 314 — Accession Number

Abstracts
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ED 128 618
Health Occupations Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 128 617
Home Economics Education Instructional Materials from "Abstracts of Instructional and Research Materials in Vocational and Technical Education," 1972-1975.
ED 128 619
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ED 128 613

Orange County Dept. of Education, Santa Ana, Calif.

SI (Systeme International). A Metric Workbook for Teachers of Consumer & Homemaking Education.
ED 129 992

Oregon State Dept. of Education, Salem. Div. of Administrative Support.

Health and Safety: Suggested Personnel Policy Guidelines for School Districts.
ED 128 586

Oregon Univ., Eugene. Career Information System.

Education Components for a Career Information System. Final Project Report for Fund for the Improvement of Post-Secondary Education.
ED 129 980

Partners in Career Education, Arlington, Tex.

Teacher-Developed Curriculum Modules from Selected Regions of Texas: Combining Basic Learner Outcomes for Career Education and Existing Curriculum in Grades 9 through 12.
ED 129 993

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Information Systems.

Evaluation of 1975 Postsecondary Educational Programs in the Eight Pennsylvania State Correctional Institutions.
ED 128 650

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational Education.

Machine Shop Practice. Trade and Industrial Education Course of Study.
ED 128 624

Mechanical Drafting. Trade and Industrial Education Course of Study.
ED 128 622

Radio/Television Repair. Trade and Industrial Education Course of Study.
ED 128 623

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Machine Shop Practice. Trade and Industrial Education Course of Study.
ED 128 624

Mechanical Drafting. Trade and Industrial Education Course of Study.
ED 128 622

Radio/Television Repair. Trade and Industrial Education Course of Study.
ED 128 623

Petersburg Public Schools, Va.

Research and Development Project in Career Education. Curriculum Resource Guide. Volume I–Grades 1-4.
ED 130 134

Research and Development Project in Career Education. Curriculum Resource Guide. Volume II–Grades 5-8.
ED 130 135

Project CAREER, Randolph, Mass.

Guidance Workshop Manual. "The Dictionary of Occupational Titles"–A Basic Tool for Counselors and Teachers.
ED 130 121

Guidance Workshop Manual. Career Information Centers.
ED 129 994

Instructions for the Development of Career Preparation Analysis Charts (Careerograms).
ED 129 995

Project CAREER/Guidance. Research and Development Project in Career Education. Final Report.
ED 128 651

Rhode Island Univ., Kingston. Dept. of Economics.

An Economic Analysis of Occupational Licensure. Final Report.
ED 128 581

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Air Conditioning and Heating Technology–II.
ED 128 603//

Automobile Maintenance. Reading and Language Activities.
ED 130 040

Basic Comfort Heating Principles.
ED 128 604//

Basic Data Processing.
ED 130 133//

Climate Control. Secondary School Course Guide.
ED 129 979

Exploring Home Economics Related Careers. Introduction to Vocations.
ED 128 601

Getting Your Dollar's Worth.
ED 128 583

Home Economics and the Exceptional Student. A Handbook for Home Economics Teachers Working with Mentally Retarded Students.
ED 128 602

I Care for My Home.
ED 130 039

Introduction to Office Occupations.
ED 128 577

Job Placement Coordinators Manual.
ED 128 657

A Media Technology Curriculum.
ED 129 991

You've Got It, Danny! Language Development in Graphic Arts.
ED 130 038

South Dakota State Div. of Vocational Education, Pierre.

Statewide Implementation of K-14 Project of Career Education, Occupational Counseling, and Bridging the Gap Between School and Work. Final Report.
ED 130 059

Tennessee Univ., Knoxville. Dept. of Vocational-Technical Education.

A National Study of the Supply and Demand for Teachers of Vocational Agriculture in 1975. VT Research Series.
ED 128 646

Tennessee Univ., Knoxville. State Agency for Title I.

Consumer Education Reference Manual.
ED 130 056

Texas Education Agency, Austin.

A Student Needs Assessment. Texas Career Education Measurement Series.
ED 130 060

Teacher-Developed Curriculum Modules from Selected Regions of Texas: Combining Basic Learner Outcomes for Career Education and Existing Curriculum in Grades 9 through 12.
ED 129 993

User's Guide. Texas Career Education Measurement Series.
ED 130 061

Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Research and Development Projects in Career Education. Final Report.
ED 130 007

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
Understanding the Agribusiness Concept.
ED 130 111

Washington Univ., Seattle. Dept. of Psychology.
Expectancy Theory, Decision Theory and Occupational Preference and Choice. Organizational Research. Technical Report 75-75.
ED 130 050
The Influence of Training and Position Power on Leader Behavior. Organizational Research. Technical Report 75-72.
ED 130 049

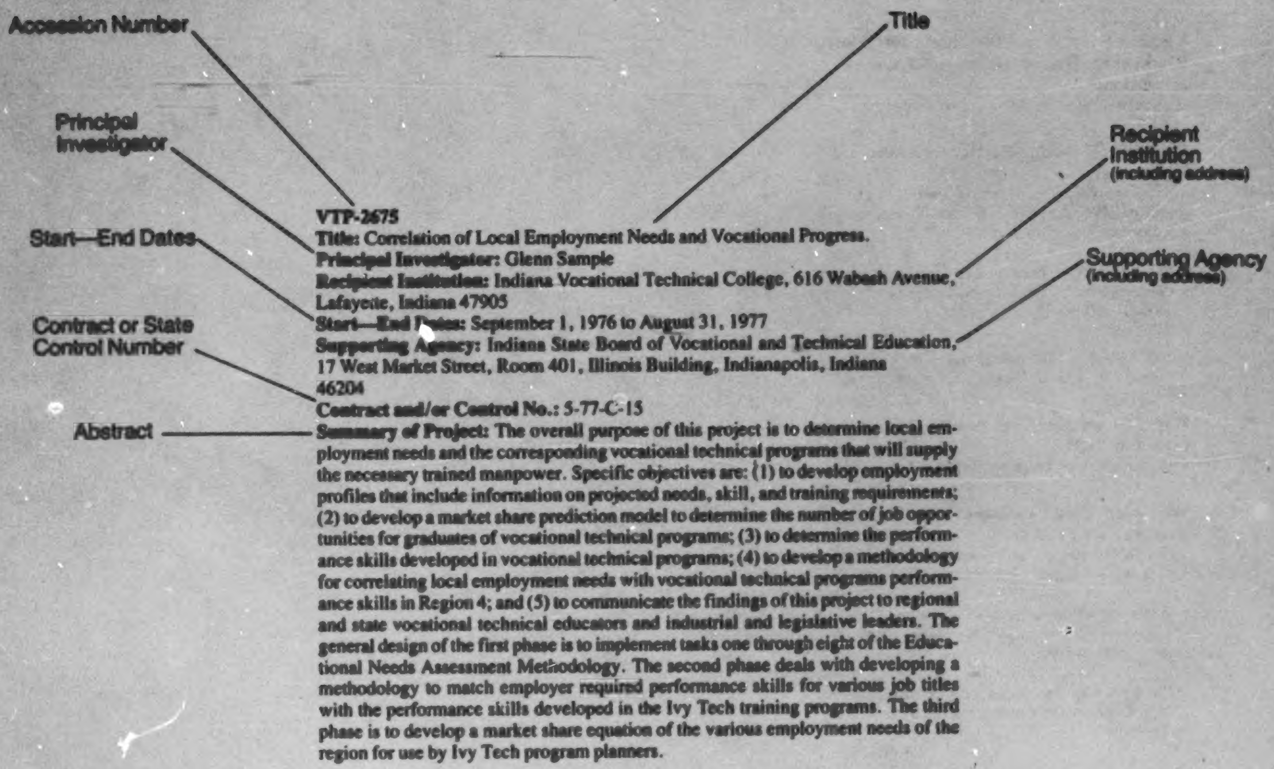
West Valley Coll., Saratoga, Calif.
Community Health Worker. Program Manual.
ED 129 989

White Mountains Supervisory District 35, Littleton, N.H.
Model Machine Shop for Drafting Instruction.
ED 128 648//

Wisconsin Univ., Madison. Inst. for Research on Poverty.
The Differentiation of Occupations. Institute for Research on Poverty Discussion Paper 309-75.
ED 130 062
Involuntary Underemployment Among Heads of Households. Institute for Research on Poverty Discussion Papers.
ED 128 596
The Symbolic Evocation of Occupational Prestige. Institute for Research on Poverty Discussion Papers.
ED 128 598

Women on Words and Images, Princeton, N. J.
Help Wanted. Sexism in Career Education Materials. How to Detect It and How to Counteract Its Effects in the Classroom.
ED 130 110//

Sample Project Resume


Accession Number
Title
Principal Investigator
Recipient Institution (including address)
Start—End Dates
Supporting Agency (including address)
Contract or State Control Number
Abstract

VTP-2675
Title: Correlation of Local Employment Needs and Vocational Progress.
Principal Investigator: Glenn Sample
Recipient Institution: Indiana Vocational Technical College, 616 Wabash Avenue, Lafayette, Indiana 47905
Start—End Dates: September 1, 1976 to August 31, 1977
Supporting Agency: Indiana State Board of Vocational and Technical Education, 17 West Market Street, Room 401, Illinois Building, Indianapolis, Indiana 46204
Contract and/or Control No.: 5-77-C-15

Summary of Project: The overall purpose of this project is to determine local employment needs and the corresponding vocational technical programs that will supply the necessary trained manpower. Specific objectives are: (1) to develop employment profiles that include information on projected needs, skill, and training requirements; (2) to develop a market share prediction model to determine the number of job opportunities for graduates of vocational technical programs; (3) to determine the performance skills developed in vocational technical programs; (4) to develop a methodology for correlating local employment needs with vocational technical programs performance skills in Region 4; and (5) to communicate the findings of this project to regional and state vocational technical educators and industrial and legislative leaders. The general design of the first phase is to implement tasks one through eight of the Educational Needs Assessment Methodology. The second phase deals with developing a methodology to match employer required performance skills for various job titles with the performance skills developed in the Ivy Tech training programs. The third phase is to develop a market share equation of the various employment needs of the region for use by Ivy Tech program planners.

PROJECTS IN PROGRESS

The resumes in this section announce ongoing research and curriculum development projects funded by the Vocational Education Amendments of 1968 (P.L. 90-576), Parts C, D, I, and J.

The projects are arranged alphabetically, first by state and then by title within each state.

Complete names and addresses are provided for both the individuals or organizations conducting the research and for the funding agencies.

VTP-2796

A Pilot Project Designed to Demonstrate a Model to be Used in the Evaluation of a Research Coordinating Unit.

Principal Investigator: Hinley, Hugh W.

Recipient Institution: Florida State University, Tallahassee, Florida 32306

Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 77

Supporting Agency: Florida State Department of Education, Division of Vocational Education, Tallahassee, Florida 32304

Contract and/or Control No.: D7-006

Summary of Project: The purpose of this project is to determine the impact of vocational education research and exemplary projects on educational practices in Florida. Specific research objectives are: (1) an assessment of the impact of research and exemplary activities funded by the Florida RCU during the period of January 1965 through June 1976, (2) identification of patterns of monetary support for RCU sponsored research and exemplary projects, (3) identification and description of target populations and participant groups, and (4) identification of institutional change resulting from participation impact. An impact study will be designed and implemented. Consultative services will be used when special areas of expertise are required. A final report will include a summary of the findings and recommendations for consideration by the Vocational Education Advisory Council and for short and long-range planning purposes.

VTP-2797

The Design, Development and Implementation of a Remedial Program for Area Vocational and Technical Schools.

Principal Investigator: Hobbs, W. W.

Recipient Institution: Moultrie Area Vocational-Technical School, Lennox Post Road, Moultrie, Georgia 31768

Start—End Dates: Start Date 1 Feb 77; End Date 1 Jun 77

Supporting Agency: Georgia State Department of Education, Atlanta, Georgia 30334

Summary of Project: The purpose of this project is to design, develop, and implement a remedial program for area vocational and technical schools. The program will utilize a Developmental Laboratory which will feature an individualized instructional approach. Specific objectives are to (1) provide remedial education to those individuals who fail, by not more than two grade levels, to meet minimum standards for entry into regular programs; (2) provide vocational guidance services to assist individuals in making realistic vocational career choices in terms of their interests, abilities, and attitudes; (3) provide remedial services to individuals who are referred directly from the admissions office; (4) allow individuals to progress according to their own abilities; (5) allow remedial services to begin on any given day that a student's need arises; (6) provide adequate records for program and student evaluation; (7) provide information necessary to evaluate materials and equipment available through commercial and locally developed sources; and (8) disseminate this information to other vocational-technical schools upon request. The project will use, assess, evaluate, and catalog available test materials and equipment, and design an instructional program and management system. Project results will be documented and will be available to all vocational-technical schools, and the Developmental Lab will be available for observation by other school personnel. An advisory committee will assist in project evaluation and a third party evaluation will be performed after the final report is completed.

VTP-2798

An Analytical Research Project to Assess the Impact of Practical Arts Programs in the Commonwealth of Kentucky.

Principal Investigator: Ehresman, Norman D.

Recipient Institution: Western Kentucky University, Center for Career and Vocational Teacher Education, Bowling Green, Kentucky 42101

Start—End Dates: Start Date 1 Jan 77; End Date 1 Jun 77

Supporting Agency: Kentucky State Department of Education, Bureau of Vocational Education, Frankfort, Kentucky 40601

Contract and/or Control No.: D98811

Summary of Project: The purpose of this project is to collect empirical data from a variety of sources for decision makers concerned with strengthening, enhancing, and extending practical arts programs in Kentucky. This project will involve the collection of data from the Assessment of Career Development (ACD) testing program administered to schools in Kentucky. It will make a comparison among those schools utilizing a Practical Arts program, schools using a total career integration approach, and schools which have not initiated either program. Additionally, this project will involve the collection of relevant data from sources essential to a practical arts program, i.e., administrators, counselors, teachers, and students. Data will be collected for tabulation and analysis by means of questionnaires, interviews, and record reviews. A final report will be prepared for dissemination to the appropriate State and cooperating agencies.

VTP-2799

An Analysis of the Factors Which Influence Students in the Selection of Vocational Courses in the Saint John Valley High Schools.

Principal Investigator: LeBlanc, Ashley

Recipient Institution: Saint John Valley Vocational Cooperative Board, P.O. Box 266, Madawaska, Maine 04756

Start—End Dates: Start Date 1 Feb 77; End Date 1 Aug 77

Supporting Agency: Main State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04333

Summary of Project: This project proposes to analyze the factors which influence students in the selection of vocational courses in the St. John Valley High Schools. The target population is primarily French-speaking American individuals who reside in an economically depressed agricultural area. Surveyed will be currently enrolled high school students and graduates. Specific objectives are to (1) identify the critical factors influencing student choices of vocational and non vocational programs; (2) identify the critical factors in student attitudes which stereotype courses as programs for girls or programs for boys; and (3) identify the critical factors which influence disadvantaged students in their choice of courses. Educational personnel will be contacted to determine what methods and techniques they consider to be important in facilitating career training decisions. A questionnaire will be devised to ascertain (1) the effect of sociodemographic characteristics; (2) educational experiences; and (3) educational personnel and other persons playing a part in the decisionmaking process. Results of the two respondent groups will be compared, and random followup interviews will be conducted to test validation of the responses.

VTP-2800

An Assessment of Student Personnel Services at Maine's Vocational Technical Institutes.

Principal Investigator: Hayes, Kenneth P.

Recipient Institution: University of Maine, Social Science Research Institute, 164 College Avenue, Orono, Maine 04473

Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 77

Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04333

Summary of Project: The purpose of this project is to assess the student personnel services at Maine's Vocational-Technical Institutes. Specific objectives are to (1) develop a complete description of student personnel services available at the six Vocational-Technical Institutes in Maine; (2) determine perceptions of the adequacy and effectiveness of VTI student personnel services among current students, recent graduates, and faculty-staff; (3) determine relationships between attitudes toward student personnel services and institute, class year or graduation year, program of study, and student demographic characteristics; and (4) relate attitudes toward student personnel services to differences in the services provided among institutes. The assessment of student personnel services will be approached through self-administered survey forms completed by VTI students, graduates, faculty, and staff. An inventory and description of student career services at the six institutions will be developed through telephone interviews with directors and service deliverers at each campus. The proposed sample for the survey would include approximately 3,335 respondents selected from the following populations: (1) all faculty and staff at six Vocational-Technical Institutes; (2) 50 percent of 1974-1976 graduates. Students and graduates would be randomly selected from lists provided by the institutes and stratified by institution and class year. Two instruments will be developed for the study: the form to be mailed and an informal interview guide for use in obtaining the inventory of services. Analysis will be conducted using the University computer and the Statistical Package for the Social Sciences. A final report will be distributed to the VTI's and to appropriate individuals and agencies.

VTP-2801

The Passive Solar Greenhouse Horticulture Program.

Principal Investigator: Gray, Kenneth C.

Recipient Institution: Maine Vocational Region 10, 35 Union Street, Brunswick, Maine 04011

Start—End Dates: Start Date 1 Jan 77; End Date 1 Jun 77

Supporting Agency: Maine State Department of Educational and Cultural Services, Bureau of Vocational Education, Augusta, Maine 04333

Summary of Project: The purpose of this project is to plan and build a passive solar energy greenhouse as part of an ongoing vocational horticulture program. Specific objectives are to (1) develop and field test an instructional unit which teaches basic solar energy concepts as they apply to greenhouses; (2) develop and field test a four-session adult education program in solar greenhouse construction; and (3) conduct a 2-day workshop on solar greenhouses for State vocational agriculture/horticulture instructors. Maine Vocational Region Ten will contract with the Maine Audubon Society to provide technical assistance in designing a student-built passive solar energy greenhouse as well as a related instructional unit. The greenhouse will be constructed and the unit field tested. These materials will be the basis for the development of a related adult education program as well as a workshop. The knowledge and experience gained will be disseminated by the teacher workshop in May, media coverage, and a final report which will be submitted to appropriate State agencies.

VTP-2802

Student Open-Entry/Exit Concept Development and Implementation Through Curriculum Based on Job Task Analysis.

Principal Investigator: Uimer, Benjamin A.

Recipient Institution: Billings Vocational-Technical Center, Billings School District 2, 3615 Montana Avenue, Billings, Montana 59101

Start—End Dates: Start Date 1 Jul 76; End Date 1 Jul 77

Supporting Agency: Montana State Office of the Superintendent of Public Instruction, Vocational Skills Component, Helena, Montana 59601

Summary of Project: The overall goal of the project is to broaden occupational aspirations and opportunities for youths and adults, particularly those who have academic and/or socioeconomic difficulties. The program is also designed to promote cooperation between public education and other manpower agencies. The first broad project objective is to complete the individualization of the curriculum in each program of the school. The second objective is to produce materials which are appropriate for dissemination through the controlling State agency. The project will allow the school to more fully implement an open entry/exit system-based individualized instruction using a curriculum based on job analysis. The project will be conducted at Billings Vocational Technical Center. Although the school is nongraded and noncredit in nature, the students attending are considered to be at the levels of grades 13 and 14. Although they will not be directly involved in developing and implementing the program, the 800 students, (the total student body) will benefit from this project. A consultant will be hired to provide instruction and expertise in development and use of task books and learning activity packets (LAPS). One thousand two hundred separate items-task books and LAPS will be printed. Results will be disseminated through the designs of the State Board of Public Education.

VTP-2803

Design of Job Entry Programs in a Community College/Technical Institute for Women in a Rural Population Shifting to Industrialization.

Principal Investigator: Honeycutt, Diane

Recipient Institution: Richmond Technical Institute, P.O. Box 1189, Hamlet, North Carolina 29345

Start—End Dates: Start Date 1 Feb 77; End Date 1 Jun 77

Supporting Agency: North Carolina State Department of Public Instruction, Raleigh, North Carolina 27602

Summary of Project: The main objective of the project is to design recruitment, counseling, educational, and training programs which a community college/technical institute can offer women to provide them job market entry and upward mobility. The project will be aimed at filling these needs for women in a rural population shifting to industrialization. Specific educational and training needs, as well as special recruiting and counseling efforts necessary to encourage female entry into these programs, will be identified by surveying an appropriate cross-section sample. The information obtained will provide the basis for a long-range plan for extension courses, curricula, counseling, recruitment, and special programs. The project's success will be measured by the subsequent increase in female enrollment and successful completion of already existing curricula as well as programs for adult basic education.

VTP-2804

Linking Secondary and Adult Vocational Education Performance Objectives With Those Required by Industry.

Principal Investigator: Hughey, Robert

Recipient Institution: Akron City School District, 70 North Broadway, Akron, Ohio 44308

Start—End Dates: Start Date 1 Mar 77; End Date 31 Aug 77

Supporting Agency: Ohio State Department of Education, Division of Vocational Education, Columbus, Ohio 43215

Contract and/or Control No.: R-5-77

Summary of Project: The project's purpose is to strengthen the relationship between vocational programs and local industry in the Akron area and to aid in the placement of vocational graduates. Specific objectives are to (1) determine performance objectives of skill and knowledge required for entry-level jobs as industrial electricians, machinists, pipefitters, and machine repairmen; and (2) work with Akron area schools to develop performance skills and knowledge objectives which will prepare secondary and adult students to enter employment in Akron area industry at the desired skill and knowledge level. A field representative will be hired to work with Arkon area industry and local public schools. The industries will provide a task analysis and performance objectives for each trade. The field representative will contact area schools having vocational programs that could feed into the industry program and will work with teachers of the appropriate programs to help them include the performance-based objectives in self-paced, individualized courses of study.

VTP-2805

Development of Procedures for Expansion of Young Farmer Program in Vocational Agriculture.

Principal Investigator: Terry, Robert

Recipient Institution: Oklahoma State University, Department of Agricultural Education, Stillwater, Oklahoma 74074

Start—End Dates: Start Date 15 Feb 77; End Date 30 Jul 77

Supporting Agency: Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074

Contract and/or Control No.: CP-761

Summary of Project: The purpose of the program is to devise basic recommendations and guidelines for maintenance of existing programs and expansion of young farmer programs across Oklahoma. Specific objectives are to (1) identify and further develop selected operational procedures and recommendations for maintenance and the expansion of young farmer programs in Oklahoma; (2) assist beginning teachers of vocational agriculture through the organizational operation and maintenance phases of servicing local young farmer programs; and (3) disseminate these developed procedures and techniques among the 454 vocational agriculture teachers in Oklahoma. Seventy experienced vocational agriculture teachers will be selected to identify specific areas and concerns to be investigated. Beginning teachers expressing interest in, or who have inherited, a young farmer program, or who are in the process of organizing young farmer programs, will also be invited to participate in the project. Participating teachers will attend a four or five-day workshop to report findings and make recommendations for basic operational procedures to be implemented into local programs.

VTP-2006

A Unified Approach to Career Guidance Program Development in Secondary Schools.

Principal Investigator: Lothspeich, Louise

Recipient Institution: Portland Public School District 1, 631 North East Clackamas Street, Portland, Oregon 97208

Start—End Dates: Start Date 1 Aug 76; End Date 30 Jun 77

Supporting Agency: Oregon State Department of Education, Career and Vocational Education Section, 942 Lancaster Drive North East, Salem, Oregon 97310

Contract and/or Control No.: R-P-4-76

Summary of Project: The purposes of this project are to (1) further develop strategies and increase involvement among guidance counselors in participating Portland School District schools; (2) identify "Promising Practices" among the participating schools as related to career guidance and counseling; (3) define a process for implementing change; and (4) implement the identified career guidance and counseling activities/services/programs in the participating schools. Procedures will include the following: (1) a system network will be written and maintained; (2) regular exchange will be maintained among project participants and participating high schools; (3) inservice opportunities for development of plans will be provided; (4) career guidance and counseling competency training needed by counselors of participating high schools will be identified; (5) a meeting with a citizens advisory committee will be held to study career guidance and counseling; (6) materials will be synthesized to develop and disseminate an Adopter's Guide which will provide a model of a process for development of career guidance and counseling in secondary schools; and (7) a brochure, abstracted from collected materials, will be prepared.

VTP-2007

An Analysis of the Administrative Structure and Styles of Operation of Directors Of Occupational Education in Public Community Colleges.

Principal Investigator: McQuay, Paul L.

Recipient Institution: Williamsport Area Community College, 1005 West Third Street, Williamsport, Pennsylvania 17701

Start—End Dates: Start Date 1 Sep 76; End Date 30 Mar 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: This project's major objectives are to (1) collect data about the individual responsible for occupational education in public community colleges; (2) analyze the duties of that administrator; (3) investigate his style of administration; and (4) offer recommendations for improvement of this function. A questionnaire is to be devised which will elicit responses from the directors of occupational programs in public community colleges. A random sample of 350 directors of community college occupational programs will be surveyed by mailed questionnaire and the results analyzed using statistical procedures.

VTP-2008

A Career Approach to Natural Resource Management to Wildlife and Recreation (continuation).

Principal Investigator: Barrett, Leverne A.

Recipient Institution: Conrad Weiser Area School District, R.D. 1, Robesonia, Pennsylvania 19551

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Pennsylvania State Department of Education, Bureau of Vocational Education, Harrisburgh, Pennsylvania 17126

Contract and/or Control No.: 19-5807

Summary of Project: This program will provide vocational training for high school juniors and seniors wishing to enter employment in the recreational and wildlife natural/resource areas. Instruction will be offered for the following job titles: fish hatchery worker; fish farmer; game farm worker; game farmer; game keeper; wildlife conservation aide; wildlife conservation technician; park caretaker; park worker; recreation farm manager; campground caretaker; grounds keeper; and landscape maintenance worker. The two-year program will be operated under the Conrad Weiser Area School District. There are currently 17 seniors and 11 juniors enrolled. Students are scheduled for three hours of instruction daily, or 15 hours per week, which insures adequate time to perform field experiences. A supervised work experience and instructional program (including agricultural mechanics) is part of the project. Members of the Agricultural Education section of the Department of Education, as well as members of the Agriculture Education section at Penn State, will be consulted regarding evaluation and measurement in the project. Dissemination efforts will make use of the media, the American Camping Association, and video and slide presentations. Evaluation of the project will determine the feasibility of such a program at the secondary level and specific measurable outcomes stated in question form will be tested.

VTP-2009

Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations (continuation).

Principal Investigator: Feichtner, Sheila H.; O'Brien, Thomas W.

Recipient Institution: University of Pittsburgh, School of Education, Pittsburgh, Pennsylvania 15260

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Pennsylvania State Department of Education, Bureau of Vocational Education, Harrisburg, Pennsylvania 17126

Contract and/or Control No.: 19-6005

Summary of Project: The objectives of this project are twofold: (1) to design a "hands-on" instrument based on the rationale developed for each of 10 occupational areas for which an individualized curriculum for special education students will be prepared; and (2) begin a longitudinal study of the validity and reliability of these instruments. The occupational areas are drafting, clerical/office, metal construction, sales, wood construction, food preparation, medical services, traveling services, cosmotology/barbering and small engines. The proposal is concerned primarily with the identification of occupational skills idiosyncratic to specific occupations and the development of diagnostic tests which can be administered by classroom teachers. The combination of a diagnostic instrument and an individualized curriculum package building from the simple to the complex will enable the vocational classroom teacher to identify the appropriate entry point for each student into the curriculum and an appropriate exit point on the occupational career ladder. A definitive rationale for the design of these instruments was developed during year one of the project. Preliminary work had been done on instruments for the vocational content areas of food service and auto mechanics. Work will continue on refining these instruments during year two and longitudinal evaluation of the instruments will begin. Preliminary work will also begin on instruments for other content areas.

VTP-2010

Prevocational Exploratory Program.

Principal Investigator: Kulman, Harold

Recipient Institution: Jewish Employment and Vocational Service, The Vocational Research Institute, 1913 Walnut Street, Philadelphia, Pennsylvania 19103

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Pennsylvania State Department of Education, Harrisburg, Pennsylvania 17126

Summary of Project: The purpose of this project is to implement a prevocational program into two Eastern Pennsylvania elementary schools in Bensalem School District and Upper Perkiomen School District. Two sets of a three-module career exploratory program will be developed. Each set will contain two newly developed modules and one module previously prepared. Each module will contain (1) a slide tape orientation with audio-visual projection unit; (2) a structured "hands-on" exploratory activity with necessary tools and equipment; (3) a student vocational awareness pretest and posttest; and (4) student response sheets. The agency will train resource staff persons at each of the school locations in administration of career exploratory programs. A general orientation presentation will be given to interested school staff to familiarize them with program activities.

VTP-2011

Vocational Exploration: A Development Approach for Junior High School.

Principal Investigator: Werkheiser, Linford A.

Recipient Institution: Dallas School District, Conyngham Avenue, Dallas, Pennsylvania 18612

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Pennsylvania State Department of Education, Bureau of Vocational Education, Harrisburg, Pennsylvania 17126

Summary of Project: The project's purpose is to plan, implement, and measure the outcomes of a Three-Phase Model developmental vocational exploration and career planning program integrated into the junior high school curriculum. Selected teachers and staff will be trained as vocational exploration leaders. The teachers will meet and work with consultants and other staff members to develop the program model, plan activities, gather supportive materials, and design the research model and evaluation techniques. Procedures will include: (1) use of assessment instruments to determine student attitudes and vocational interests, (2) inservice programs, (3) parent and community involvement, (4) ongoing evaluation, and (5) dissemination activities which will include the use of video-taping for closed circuit television presentation.

VTP-2812

Career Development for Industrial Arts (continuation).

Principal Investigator: Lake, Joe

Recipient Institution: Utah State University, Logan, Utah 84322

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Utah State Board of Vocational Education, 250 East Fifth South Street, Salt Lake City, Utah 94111

Contract and/or Control No.: 53-013-76

Summary of Project: Program objectives are to (1) develop student-centered learning experiences designed to meet the educational needs of junior high school students; (2) utilize an industrial-based cluster concept to provide career learning experiences related to transportation, industrial communication, construction, and manufacturing; (3) provide career related information closely coordinated with the career activities of the program; and (4) identify the competencies necessary for the teacher to effectively function in the environment created by the student-centered curriculum, and make recommendations for teacher education which will provide for teacher attainment of identified competencies. Procedures will include a needs assessment and development of prototype modules. Modules will be pilot tested and revised using three representative subjects of the target population. Prototype modules will be validated for field test in eight pilot schools by 20 junior high school industrial arts instructors. Teaching competencies required for the instructor of student-centered instructional materials will be identified. Field tests will be made and feedback data on modules will be obtained and revisions made based on results. Validated prototypes in sufficient quantities for field testing and evaluation will be produced. Interview data forms, operations field tasks and a questionnaire will be collected and analyzed.

VTP-2813

Home Economics Career Exploration Program.

Principal Investigator: Stone, Karen S.; Winters, Janet E.

Recipient Institution: Granite School District, Salt Lake City, Utah 84111

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Utah State Board of Vocational Education, 136 East South Temple, Salt Lake City, Utah 94111

Summary of Project: The purpose of the project is to develop a new approach to individualized activity-centered instruction for Consumer and Home Economics Exploration for seventh grade students. Selected teachers will participate in a six-week summer workshop to develop career education modules. Pre-performance and post-performance forms for student-teacher interaction will be developed and individualized instruction activities will be designed. The career exploration program may be used at level one entry in grades 7 through 12 and adult programs.

VTP-2814

Student Interest and Employment Opportunities in Off-Farm Agricultural Occupations–Cabell County, West Virginia.

Principal Investigator: Lawrence, Layle D.

Recipient Institution: West Virginia University, Morgantown, West Virginia 26505

Start—End Dates: Start Date 1 Jan 77; End Date 30 Jun 77

Supporting Agency: West Virginia State Board of Education, Division of Vocational Education, Charleston, West Virginia 25305

Contract and/or Control No.: WV-77-R-4

Summary of Project: The purpose of the project is to survey the expressed interest of Cabell County ninth graders concerning agricultural occupations and to ascertain off-farm agricultural employment opportunities in the county. Procedures include: (1) administer the Career Interest Inventory to all ninth graders (1,500 students); (2) interview employers concerning off-farm employment opportunities; and (3) analyze and summarize the survey data in a final report so that school administrators may use the information in decisionmaking and school counselors and teachers may use the information in helping students make career decisions.

VTP-2815

Community Resource Program in Career Education.

Principal Investigator: Bocott, Carlroy

Recipient Institution: Natrona County School District One, 8th and Elm Street, Casper, Wyoming 82601

Start—End Dates: Start Date 16 Aug 76; End Date 15 Jun 77

Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Hathaway Building, Cheyenne, Wyoming 82002

Summary of Project: The purpose of this project is to establish a Community Resources Center staffed by a facilitator and half-time secretary to collect and disseminate career information and to coordinate career education activities involving the school district, the community, business, and industry. Procedures will include: (1) arranging for guest speakers, tours, field trips, and advisory committee meetings; (2) preparing news for television, radio, and the local paper; (3) setting up workshops and inservice programs; (4) planning bus schedules, preparing surveys, questionnaires, evaluations, and followup studies; (5) ordering supplies and materials for all schools; (6) developing career units; (7) printing the "Spotlight" (a periodical describing career education units events in the school); and (8) developing slide presentations.

VTP-2816

Community Resource Trainee (continuation).

Principal Investigator: Miller, Gerry; Watkins, Duane

Recipient Institution: Hot Springs County High School, Thermopolis, Wyoming 82443

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Hathaway Building, Cheyenne, Wyoming 82002

Summary of Project: The purpose of the project is to deliver alternative vocational services to students using a program of individualized instruction. Training and experience on a one-to-one trainer-student basis will be provided, utilizing community trainers who will work with a coordinator to provide the students with a saleable skill. A coordinator will set up a training station in whatever vocational area the student has an interest and in which a qualified instructor can be secured. The coordinator will work with the community trainer to determine what skills are necessary to complete the job required and to set up a training schedule for the trainee in the program. The trainee will be evaluated by both trainer and coordinator.

VTP-2817

Community Resource Training.

Principal Investigator: Spurlock, W. Myles

Recipient Institution: W. Wesley Morrow High School, Baggs, Wyoming 82321

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Hathaway Building, Cheyenne, Wyoming 82002

Summary of Project: The objectives of the project are to (1) provide personnel, facilities, or equipment essential for specialized occupational training; (2) aid the cause of career education in schools where the preparation phase in vocational education is limited; (3) provide instruction, training, and experience on a one-to-one, teacher-student basis, using community resource volunteers as the trainers; (4) provide a certified vocational coordinator who represents the school district to develop and aid in the delivery of behavioral objectives; (5) provide students with at least one saleable skill prior to completion of formal high school training; and (6) provide vocational training without wages. A task analysis will be performed to determine the knowledge, skills, and competencies needed by the student to develop an entry-level skill for the occupation for which he/she is being trained. Learning stations will be set up with written behavioral objectives for each student taking part in the program. Constant evaluation and supervision by school personnel will be employed. The local school district will provide a media center or area within its established library or media center for supplemental occupational information.

VTP-2818

Experience Based Career Education (EBCE) Model.

Principal Investigator: Deaver, Jim

Recipient Institution: Albany County School District 1, 1948 Grand Avenue, Laramie, Wyoming 82070

Start—End Dates: Start Date 1 Aug 76; End Date 30 Jun 77

Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Hathaway Building, Cheyenne, Wyoming 82002

Summary of Project: The intent of this project is to (1) provide an optional learning program for 15 selected students at Laramie Senior High School; (2) develop an occupational program based on community supported activities for selected students; (3) develop and adopt at least 10 competencies needed by students after leaving formal high school education; and (4) organize a network of community resources for selected students to gain actual occupational experiences. Community support for the program will be secured by establishing an advisory committee and making presentations to community groups. A curriculum will be designed to teach the 10 competencies, and students will be placed in occupational experiences on a rotating basis throughout the school year. Evaluations of the occupational experiences will be secured from the community sponsors and students.

VTP-2819

Implementing Career Education in Crook County School District No. 1.

Principal Investigator: Cameron, Robert; Bandy, Sharon Lee

Recipient Institution: Crook County School District 1, P.O. Box 536, Sundance, Wyoming 82729

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Hathaway Building, Cheyenne, Wyoming 82002

Summary of Project: The purposes of the project are to (1) purchase K-12 career education materials; (2) provide inservice and out-of-district workshops for K-12 instructors; and (3) implement a K-12 career education curriculum development plan. Procedures are: (1) establish career education committee to examine materials available for Crook County attendance centers; (2) conduct needs assessment at each attendance center to determine student, teacher, and community needs; (3) order materials and integrate them into the existing curriculum at all levels in all areas; and (4) provide list of workshops on career education to administrators and teachers.

VTP-2820

Tongue River Community Resource Training Program.

Principal Investigator: Siebenaler, Anne

Recipient Institution: Tongue River High School, School District 1 West, Sheridan County, Ranchester, Wyoming 82836

Start—End Dates: Start Date 1 Jul 76; End Date 30 Jun 77

Supporting Agency: Wyoming State Department of Education, Office of Occupational Education, Hathaway Building, Cheyenne, Wyoming 82002

Summary of Project: The project's purpose is to deliver vocational services to youth in Tongue River High School, which does not have the resources to provide within the school setting personnel, facilities, or equipment essential for specialized vocational education offerings. Specific objectives are to (1) provide personnel, facilities, or equipment essential for specialized occupational training; (2) aid in the cause of career education in schools where the preparation phase is limited in vocational education; (3) provide instruction, training, and experience on a one-to-one student-teacher basis using community volunteers as trainers; (4) provide a certified vocational coordinator to develop and aid in the delivery of behavioral objectives; and (5) provide students with at least one saleable skill prior to completion of the formal high school experience. Procedures will include (1) the selection of community resource trainers; (2) identification of job competencies and writing of behavioral objectives; and (3) development of learning activities and a method of measuring student competencies in relationship to the behavioral objectives.

Project Title List (by state)

Florida	Pilot Project Designed to Demonstrate a Model to be Used in the Evaluation of a Research Coordinating Unit.	VTP-2796
Georgia	Design, Development and Implementation of a Remedial Program for Area Vocational and Technical Schools.	VTP-2797
Kentucky	Analytical Research Project to Assess the Impact of Practical Arts Programs in the Commonwealth of Kentucky.	VTP-2798
Maine	Analysis of the Factors Which Influence Students in the Selection of Vocational Courses in the Saint John Valley High Schools.	VTP-2799
	Assessment of Student Personnel Services at Maine's Vocational Technical Institute.	VTP-2800
	Passive Solar Greenhouse Horticulture Program.	VTP-2801
Montana	Student Open-Entry/Exit Concept Development and Implementation Through Curriculum Based on Job Task Analysis.	VTP-2802
North Carolina	Design of Job Entry Programs in a Community College/Technical Institute for Women in a Rural Population Shifting to Industrialization.	VTP-2803
Ohio	Linking Secondary and Adult Vocational Education Performance Objectives with Those Required by Industry.	VTP-2804
Oklahoma	Development of Procedures for Expansion of Young Farmer Program in Vocational Agriculture.	VTP-2805
Oregon	Unified Approach to Career Guidance Program Development in Secondary Schools.	VTP-2806
Pennsylvania	Analysis of the Administrative Structure and Styles of Operation of Directors of Occupational Education in Public Community Colleges.	VTP-2807
	Career Approach to Natural Resource Management to Wildlife and Recreation (Continuation).	VTP-2808
	Develop a Vocational Classroom Teacher's "Hands-On" Instrument to Measure Entry and Exit Skills of the Special Education Student for Specific Occupations (Continuation).	VTP-2809
	Prevocational Exploratory Program.	VTP-2810
	Vocational Exploration: A Development Approach for Junior High School.	VTP-2811
Utah	Career Development for Industrial Arts (Continuation).	VTP-2812
	Home Economics Career Exploration Program.	VTP-2813
West Virginia	Student Interest and Employment Opportunities in Off-Farm Agricultural Occupations — Cabell County, West Virginia.	VTP-2814
Wyoming	Community Resource Program in Career Education.	VTP-2815
	Community Resource Trainee (Continuation).	VTP-2816
	Community Resource Training.	VTP-2817
	Experience Based Career Education (EBCE) Model.	VTP-2818
	Implementing Career Education in Crook County School District No. 1.	VTP-2819
	Tongue River Community Resource Training Program.	VTP-2820

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